REPORT RESUMES

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EXCELLENCE IN CONTINUING EDUCATION, PROCEEDINGS OF THE ANNUAL JUNIOR COLLEGE ADMINISTRATIVE TEAMS INSTITUTE (6TH, UNIVERSITY OF FLORIDA, GAINESVILLE, AUGUST 7-9, 1966).

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THE GROWING INTEREST IN CONTINUING EDUCATION ON THE LOCAL, STATE, AND NATIONAL LEVELS APPEARS RELATED TO (1) THE IMPROVING EDUCATIONAL LEVEL OF THE GENERAL POPULATION, (2) THE CHANGING AND INCREASINGLY COMPLEX WORLD, (3) INCREASING LEISURE, AND (4) THE RISING STANDARD OF LIVING. RESEARCH INDICATES THAT (1) FEW COLLEGES EMPLOY ADULT EDUCATION ADMINISTRATORS AND THAT SUCH POSITIONS ARE RELATIVELY NEW, (2) JUNIOR COLLEGES ARE LIMITED BY CERTAIN FORCES WHICH PREVENT THE FULL REALIZATION OF THEIR ADULT EDUCATION POTENTIAL, AND (3) FACTORS WHICH FOSTER ADULT EDUCATION ACTIVITY INCLUDE PUBLIC CONTROL, SEPARATE ORGANIZATION, STATEMENTS OF GUIDING PRINCIPLES, CLEARLY IDENTIFIED STAFF AND FUNCTIONS, DOCUMENTARY RECOGNITION OF THE ADULT EDUCATION FUNCTION, BUDGETING FLEXIBILITY, ADMINISTRATIVE AND COMMUNITY SUPPORT, AND CAREER IDENTIFICATION OF THE PROGRAM DIRECTOR. WEAKNESSES IN ADULT EDUCATION PROGRAMS INCLUDE (1) ADMINISTRATIVE CONFLICT, (2) UNWILLINGNESS OF ADMINISTRATORS TO BE INNOVATIVE, (3) EMPHASIS ON CLASSES FOR CREDIT, (4) RESTRICTION OF ADULT EDUCATION PROGRAMS TO EVENING HOURS, (5) LACK OF FINANCING, AND (6) LACK OF SPECIALLY DESIGNED ADEQUATE STUDENT PERSONNEL SERVICES. FIVE MAJOR SPEECHES AND THREE PANEL REPORTS ARE PRESENTED. (WO)

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ERIC

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Excellence in Continuing Education

JC 670 806

EXCELLENCE IN CONTINUING EDUCATION

Proceedings of the
Sixth Annual Junior College Administrative Teams Institute

University of Florida
August 7-8-9, 1966

Southeastern Regional
Junior College Administrative Leadership Program
sponsored jointly by the
University of Florida and Florida State University

Under a grant from the
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Copies available from:

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Gainesville, Florida 32601

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INTRODUCTION

The Sixth Annual Junior College Administrative Teams Institute was held at the Ramada Inn and the University of Florida campus, Gainesville, Florida, August 7, 8, and 9, 1966.

One Hundred Eighteen junior college presidents and administrators from fifty-one public and private junior colleges in eleven southeastern states participated.

This report contains the major addresses and panel presentations delivered during the Institute.

PROGRAM

Sunday, August 7	Theme for the day: "The Why of Continuing Education"
6:30 P.M.	First General Session - Dinner Meeting Presiding: Robert R. Wiegman, Director, Junior College Center, University of Florida Address: "Why Continuing Education?" William G. Dwyer, President, Board of Regional Community Colleges, Boston, Massachusetts
Monday, August 8	Theme for the day: "The What in Continuing Education"
9:00-9:45 A.M.	Presiding: Willis A. LaVire, Associate Director Junior College Center, University of Florida Address: "National Level Program Developments" William G. Shannon, Associate Executive Director, American Association of Junior Colleges, Washington, D. C.
9:45-10:15 A.M.	Questions and Discussion
10:15-10:45 A.M.	Coffee Break
10:45-12 Noon	Panel: "On the State Level" Catherine Kirkland, Coordinator of Adult Education, Georgia State Department of Education, Atlanta, Georgia James H. Fling, State Supervisor, General Adult Education, State of Florida Department of Education, Tallahassee, Florida Ellison M. Smith, Sr., Consultant, Division of Adult Education, State of South Carolina Department of Education, Columbia, South Carolina Joseph Carter, Consultant, Department of Community Colleges, Division of Adult Education and Community Services, State Board of Education, Raleigh, North Carolina
12:00-1:30 P.M.	Lunch

1:30-2:30 P.M. Presiding: E. L. Kurth, Associate Professor of Education, Junior College Center, University of Florida

Panel: "On the Local Level"

Roy F. Bergengren, Jr., President, Daytona Beach Junior College, Daytona Beach, Florida

Gerald B. James, President, Rockingham Community College, Wentworth, North Carolina

Warren A. Land, President, Southeastern Community College, Whiteville, North Carolina

Robert M. McCabe, Vice-President, Miami-Dade Junior College, Miami, Florida

Jack Shank, Director, Continuing Education, Meridian Junior College, Meridian, Mississippi

2:30-3:30 P.M. Address: "Significant Research for Junior College Adult Education"

Wayne L. Schroeder, Assistant Professor of Adult Education, The Florida State University, Tallahassee, Florida

6:30 P.M. Second General Session - Dinner Meeting

Presiding: Maurice Litton, Associate Director, Junior College Center, The Florida State University, Tallahassee, Florida

Address: "Raising Our Sights-Possibilities in Continuing Education"

Joseph P. Cosand, President, the Junior College District of St. Louis, Clayton, Missouri

Tuesday, August 9 Theme for the day: "The How in Continuing Education"

9:00-10:00 A.M. Section A - Public Colleges

Presiding: James L. Wattenbarger, Director, Division of Community Junior Colleges, Florida State Department of Education

Topic: "Financial Resources - Federal, State and Local"

Dr. Lee Henderson, Assistant Director, Division of Community Junior Colleges, Florida State Department of Education

10:00-10:15 A.M. Questions and Discussion

10:15-10:45 A.M. Coffee Break

10:45-11:45 A.M. Topic: "Short Reports of Case Studies of Functioning Local Programs"

Personnel Services and Guidance:

Terry O'Banion, Dean of Students, Santa Fe Junior College, Gainesville, Florida

Continuing Education Staff and Faculty:

Mr. Robert Palmer, Assistant Director, Adult Education, Florida State Department of Education

Community Organization and Agencies:

Dewey A. Adams, Director, Adult Education, Rockingham Community College, Wentworth, North Carolina

Tuesday, August 9 Section B - Private Junior Colleges

Presiding: Robert L. Fairing, Director, Division of Continuing Education, University of Florida

Topic: "Programs for Adults in Private Junior Colleges"

Panel: Sister Mary Lourdes Michel, O.S.B., President, Sacred Heart College, Cullman, Alabama

W. Burkette Raper, President, Mount Olive Junior College, Mount Olive, North Carolina

Emmet Smith, President, Crowley's Ridge College, Paragould, Arkansas

Recorder: Dr. Raymond Perkins, Assistant Professor, University of Florida

10:15-10:45 A.M.	Coffee Break
10:45-11:45 A.M.	Rejoin General Session Group
11:45 A.M.	Closing Remarks - Excellence in Continuing Institutes - Robert R. Wiegman

INSTITUTE STAFF

Edwin L. Kurth, Institute Director, Associate Professor of Education, University of Florida

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Julian Davis, UF
Gary Lott, FSU
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THE WHY OF CONTINUING EDUCATION

William G. Dwyer, President, Board
of Regional Community Colleges,
Boston, Massachusetts

To be invited back to Florida to address this junior college administrators institute is very flattering, and I am honored this evening to share with you my thoughts. The junior college philosophy has long claimed the responsibility for adult or continuing education. The concept of serving the community must involve the adults who reside in that service area. I have mentioned the people because education is the process of transferring the theoretical or inanimate knowledge, skill, concepts, and attitudes to human beings.

Your Institute this summer is devoted to the WHY, WHAT and HOW of continuing education. In view of the philosophy, history, current practice and the legal obligation, the junior college is ONE of the agencies which should be exercising leadership in this service to people. The Florida law states that the junior college "shall survey and maintain a current appraisal of the needs (of the service area) and shall develop and offer such ... adult education programs as are appropriate."

When I first considered my topic, "The WHY of Continuing Education," I felt the WHAT would be more fun to organize. The diversity of programs, the valuable service provided by so many junior/community colleges, the enthusiasm of those people responsible for developing the programs, are all fascinating topics and achievements of which the two-year college is rightly proud. The conditions under which adult education operates are usually far from adequate. A faculty member is given the responsibility as a part-time job; he spends more hours at night than during the day. Clerical and professional assistance is rarely adequate. The legal charge and the professional commitment get the job done in spite of inadequate or non-existent financing. These topics all relate to the WHAT and the HOW, but none of them would be accomplished without an understanding of the WHY.

I should be insulting your intelligence to discuss in detail the reasons why adult continuing education is so vital to the socio-economic success of our towns, cities and country. You are all acquainted with the needs of people to become more effective citizens, to develop better human relations or personal adjustment, to learn the knowledge and skills necessary for job entry or advancement, to find an open forum for the free discussion of local and national and international issues relating to business, industry, citizenship and politics. The junior college must elevate the cultural tone of the community through art exhibits, musical programs, and dramatics whether done by local talent or professional migrants. In the customary definition of WHY continuing education, the literature always refers to the complexities of society, the technological advances in business and industry, the sophisticated inter-relationships on the international scene, the continuation of the responsibilities charged to land grant colleges -- which eventually became universities and then departed this real world for the blue skies of the academicians.

I mentioned at the beginning of these comments that education must deal with people. The identification of the WHO determines the WHY. The business of the junior college includes continuing education, and what I have just described touches lightly on the many areas usually identified as the reasons why people need enlightenment to fill the darkness, the inadequacies and the deficiencies in their lives. These are vital and real reasons for continuing education and should be recognized as valid justification.

You would not be here tonight -- nor would I -- if a synthesis of the literature were to be your aperitif. What a dull taste that would leave with you. We can accept all these reasons for offering continuing education, but I see no reason why education should be increasing the problem or increasing the number of candidates for the "WHO". The junior colleges across the country are turning out a captive audience which as much as any other group needs continuing education if these human beings are to assume constructive roles in our business, industry, society, politics, etc. Too long have the junior/community colleges pointed their accusing fingers at the four-year colleges and universities decrying the high attrition rate at those institutions while pointing with pride at the philosophy of the junior college. The junior college which boasts an unique philosophy -- unique in what way? With a combination of transfer courses and many levels of occupational curriculums, a counseling service can eventually match student and program. This lateral flexibility, in my judgment, constitutes the uniqueness of philosophy. Opportunity for some kind of success exists for most students.

How well have the two-year colleges fulfilled their mission? I know what the statistics reveal in Massachusetts; the pattern is similar to that of most states. Florida is no exception: depending on the junior college, 2 out of 3 freshmen will graduate or in some cases only 2 out of 5 will graduate. Since this meeting is concerned with the WHY of continuing education, and since the WHY depends on the nature of the WHO, it becomes quite obvious that continuing education must recognize as one of its major responsibilities, the educational needs of one of three entering freshmen, or is it three out of five? To express this problem another way, the adult, continuing education program should be focussing on the needs of almost 50% of the students who enter the junior college. The regular day program is developing a group of "WHO" which will find in the adult program the philosophy which was lacking in the day program.

It has been my observation that the so-called evening program, which can start fairly early in the day, is the kind of education that should characterize the comprehensive junior/community college. The reasons for this enigma make for interesting speculation. The fact remains, however, that one major reason why continuing education is so necessary is that some program must compensate for inadequacies of the "regular" college operation. Although I have emphasized the failure of junior colleges, the senior college is not without fault. Not only is the attrition rate equally high, but even more important is the fact that most liberal arts or general education courses are really prerequisites for advanced study and contribute little to the workable knowledge of the student. Psychology is a basis for the study of abnormalities, not for mental good health. History has little to do with the role of the individual citizen in his political environment whether local or international. Granted, isolated courses are exceptions. but tradition has dictated an outdated education. Even the college graduate then becomes a "WHO" which justifies the WHY.

If continuing education in the junior college does accomplish what the regular program does not, and I'm convinced this is true, why should not a break with tradition be even more pronounced. The adult program is in a position to modernize knowledge, to apply theory to reality, to provide the leadership that will blast free a traditionally educated and oriented faculty which determines the day program. A simple statement or even endorsement of philosophy has little to do with its implementation. Florida by law must offer comprehensive programs, yet only 24% of the students are enrolled in occupational programs. Even hide-bound Massachusetts has twice that percentage and I am certainly not holding up that state as a shining example -- not yet.

Possibly I have sounded too critical of what the junior/community colleges are doing. Such was not my intent; rather, as we identify our short-comings, so can we set our sights on clearer targets. There are already too many reasons WHY continuing education is so vital if the college is to be of service to its region. The areas of activity are not difficult to define, and I am sure that tomorrow's speakers will suggest many programs that will be applicable to your own institutions. I bemoan the fact that our experience with the regular programs will result in mounting responsibilities for already over-worked people and facilities. The solution might be found in making the director of continuing education into the Academic Dean or Dean of the Faculty for the day program. As a matter of fact, I know one who is now the president of a community college and he is doing an excellent job!

The WHY of continuing education is well recognized by the junior colleges. The scope of the programs is already of enormous proportions. There is no reason why the proper implementation of a comprehensive philosophy should not decrease rather than increase the number of people who constitute the WHO.

* * *

NATIONAL LEVEL PROGRAM DEVELOPMENTS

William G. Shannon, Associate
Executive Director, American
Association of Junior Colleges
Washington, D. C.

From a national point of view, adult education can be likened to an uncharted continent that has been partially explored but never completely mapped. Travels over this territory indicate there are many arid places, but at the same time there are flowering oases and highly cultivated fields. About 30,000,000 persons derive some sustenance from this educational terrain. A minority of 2 or 3% -- perhaps half a million persons -- can be located in junior colleges. Several national organizations lay claim to representing all these people but even a casual observer can tell that no one single agency speaks for all 30,000,000, nor in fact for the 500,000 in the two-year colleges.

It is ironic that no census has ever been taken to determine who these adults are, what programs they take, or where they want to go.

There are other strange features in this adult education continent but no one can deny that while its history shows uneven and sometimes weak development, its future is full of promise and high potential.

Attempts to describe national level developments in adult education or specifically in junior college continuing education must be part reality, part estimate. But there are pressures on us to explore and analyze these areas. From one direction, Congress recruits the energies of the colleges and schools to combat social problems, while on a more personal plane educators such as yourselves, not satisfied with past accomplishments, press for more effective programs. At both levels data and information about current adult education are essential for planning improvements or for establishing new programs.

The time has come when we can no longer afford to be ignorant of what's going on, but unfortunately we see no concerted efforts being made at national or federal levels to assess the field carefully and systematically.

The U. S. Office of Education recently sponsored a review of adult education which has not yet been made public. From what I have seen of the manuscript, I would say that additional studies are still needed.

There is hope that information drawn from research projects will be readily available through USOE's new system Education Research Information Center (ERIC). At the present time "input" stations are being organized in different regions across the country.

The National Opinion Research Center published a long report on Volunteers for Learning but it has big gaps in it. Only passing references are made to junior college education, so naturally I consider this document quite inadequate and incomplete.

The American Council on Education recently established a committee on continuing education which is now sponsoring a review of adult higher education but it is admittedly limited in scope and design.

Over the years AAJC has not attempted to corral facts and data about adult education, but I would like to say more about the Association's plans for future work along these lines a little later.

A special library for adult education has been set up at Syracuse University in an attempt to bring together all the important literature in this field.

One of the basic problems in trying to assess where we are is to agree on what we are talking about. Continuing education or adult education seems to have no generally acceptable definitions. But that is not sufficient reason for maintaining the state of ignorance which exists.

We do know there's a giant movement in the country in which about 30 million persons are taking courses, attending lectures, painting pictures, studying for degrees, or catching up on seventh-grade algebra or modern mathematics. We do know that thousands of people are continuing their education going beyond their high school diplomas or even beyond their doctorates to take courses or programs that will make them more proficient on the job or more effective as members of their families, as individual citizens, or as workers in a particular industry or profession.

Hundreds of junior colleges are deeply involved in adult or continuing education activities, but we do not know the actual dimensions or the nature of these programs on a national scale. We don't know, for instance, in which field most adults are concentrating their energies and efforts, but we do know that approximately twice as many adults as day-time students are enrolled in adult education courses in specific institutions in various states. We know in California that close to 85,000 adults are officially registered in junior college programs. We can estimate that approximately 23,000 adults participate in junior college programs in Florida; that about 50,000 take part in programs in New York State; approximately 10,000 in Arizona; 10,000 in the State of Washington, and so on down the line. However, we suspect that there are many more persons than show up in these Junior College Directory figures.

Junior college continuing education is a massive enterprise. Yet, oddly enough, many professionals outside junior colleges know nothing or little about junior college adult education. I remember a meeting a short while ago when several officials of a leading national adult education organization asked if junior colleges were at all interested in adult education. They expressed amazement when given the information that was then available about junior college involvement and activities.

Currently several adult education organizations are now seeking new members among the staff of the evening divisions and departments of junior college adult education. The AAJC office is in direct touch with the Adult Education Association (AEA), the National Association of Public School Adult Educators (NAPSAE), the National University Extension Association (NUEA), and the Association of University Extension Centers (AUEC), among others. Our staff attend their major meetings, and they send representatives to ours. We meet in committees to discuss our mutual concerns and problems. But despite the fact there is a great deal of verbal communication, there still is a need for all of us to understand more about our respective work and the directions in which we want to go. At the present time I would say there is no national organization which can speak for the junior college adult educator, but I do hope that within the next couple of years persons who are responsible for administering these programs in community colleges will have a network of communication established among themselves and tied to their colleagues in adult education generally. I believe this is an essential organizational job that lies ahead, but let me say more about that later.

Federal Action

We are all aware of the fact that Congress has demonstrated an increased interest in education generally and that junior colleges are eligible to participate in a number of federal programs. It's safe to say that the federal government will undoubtedly maintain this interest and that Congress will continue to pass legislation aimed at strengthening all of education in this country. To date emphasis has been placed on construction of facilities, student loans, assistance to veterans, and the provision of categorical aid in support of science and technical education.

Adult education as such has not come in for much attention until very recently. While many programs do support the education of adults such as the Manpower Development Training Act (MDTA) and the Economic Opportunity Act, continuing education or adult education programs per se have not received broad or general support.

One of the clear reasons why this is so is the lack of a strong lobby speaking with a united voice. Where efforts have been made to concentrate attention on specific needs some good results have been achieved. For example, MDTA.

Several federal programs deserve special attention. The first is the Title I of the Higher Education Act of 1965. This Title provides support for continuing education and community service. Junior colleges are eligible to participate. This Act is aimed at solving community problems utilizing the resources of colleges and universities. To be eligible, institutions must develop a coordinated approach with other community problems including adult illiteracy, unemployment, poverty, poor housing, and the like. Under this program adults are eligible to receive aid and assistance to continue their education so that they may be in a better position to help solve some of these serious community problems. A state plan is required.

The Economic Opportunity Act (P.L. 88-452) provides specialized opportunities for junior colleges to engage in anti-poverty work and other community endeavors shaping up in the efforts to achieve the Great Society. Educational institutions of all kinds are eligible and indeed are encouraged to participate in community-wide programs designed to alleviate local problems dealing with unemployment, housing, discrimination, etc. Other facets of the Economic Opportunity Act provide funds for programs to help eliminate drop out problems and to prepare young children to enter elementary school with sufficient background and skills without which they cannot succeed. Junior colleges are eligible to assist in training teachers for these programs.

Title II of the Economic Opportunity Act sets up another program which might be of interest to junior college administrators, although its basic aim is to provide educational opportunities to enable adults to reach for or obtain the high school diploma. You will note that the term "basic education" now connotes a secondary level program whereas several years ago it meant elementary education levels.

Legally Title II provides support for programs that do not go beyond 12th grade, but in some communities junior colleges may be the appropriate agencies to provide education at these levels.

Title II provides massive support to the public schools to educate adults for language proficiency, reading skills and other basic tools modern society requires of the average citizen. Institutes to train teachers of the adults have been held in nine universities. This is a mammoth program. As of July 1 all 50 states were prepared to offer programs of adult basic education. As of this summer approximately 340,000 individuals were involved in these programs. It is estimated that at least an equal number of students are enrolled in programs supported by state and local school district funds.

Senator Vance Hartke (D.-Ind.) introduced a bill to support the upward extension of adult basic education through high school with administrative responsibility placed within the Office of Education. The Hartke bill has not been approved by this session of Congress but it or a similar one will certainly be offered in future sessions. A question can be raised here as to what role, if any, community and junior colleges should play in providing basic adult education opportunities. As you may know, the Hartke bill would not have provided support to junior colleges.

Under the Vocational Education Act substantial funds are available to community colleges for research and demonstration projects related broadly to vocational education, including adult education in areas which include curriculum, teaching methods, student problems, etc.

Funds are also available for all sorts of research projects not oriented to occupations. Proposals should be directed to Bureau of Research, Division of Adult and Vocational Education; David Bushnell, director.

For several years junior colleges have participated rather intensively in programs funded under the Manpower Development and Training Act, P.L. 89-15 (MDTA). This program, funded 100% by the federal government, is the responsibility of both the Department of Labor and the Department of HEW. Labor analyzes the job market to determine where job retraining and the up-grading of skills are needed and communicates this information to HEW which, in turn, is responsible for stimulating educational institutions to undertake the educational phase of retraining and supplying manpower skills that are required. Several hundred junior college programs have already been established and have proven highly successful. MDTA will continue at 100% federal subsidy levels for the current year although Congress attempted to cut this support back and may eventually do so within the next year or two.

In considering federal programs of support we should not overlook the NDEA fellowships for counselors in junior colleges and the institutes for personnel in the guidance field. These are assuredly part of the picture of the education of adults. We tend not to stress the involvement in educational programs of thousands of persons employed in junior colleges.

A serious question that must be studied is that of the role of community colleges in any federal program. Over the years these institutions have faced the problem of being placed in either the secondary education world or in higher education, while in reality they span the better parts of both. Because of this, pressures are exerted to define the community college as either secondary or higher to fit the old frames of reference used by Congress or the various federal offices. However a new approach was developed when the Higher Education Act of 1963 provided a specific percentage of the authorized funds for the use of community colleges. The same pattern was followed in Title III of the Higher Education Act of 1965 where 22% of the national funds are set aside for the use of the two-year college. I think we can expect more of this defining the place of the junior college in future federal legislation.

AAJC

AAJC efforts in the field of adult education have been somewhat sporadic and limited. To correct this situation to meet current needs, a new Committee on Continuing Education recently was set up to advise the AAJC Board on future programs to strengthen continuing education in junior colleges. The first meeting of the committee was held several weeks ago but due to the airline strike several members were unable to attend. Those who did manage to reach Washington were enthusiastic about the potential role of AAJC and urged an immediate start along several lines.

The committee reviewed questions such as the following:

1. What is the proper role for a national organization such as AAJC in working with the community colleges, with universities, and with other national organizations concerned with continuing education?
2. How should the concerns of communities and society in general be studied and interpreted so that continuing education courses can be built on this knowledge?

For example, problems of poverty, housing and job availability. Need for broad counseling services. Need for information about occupations and job requirements. Problems relating to citizen participation in political affairs. Eliminating illiteracy and/or generally raising levels of educational achievement in communities.

3. How can capable personnel be recruited, trained and placed in community colleges?
4. What services should AAJC provide to assist in the professional development of community college personnel in continuing education?
5. How can the attention of community colleges best be focused on
   (a) the problem of extending educational opportunity at various levels on a universal basis?
   (b) the development of programs for family and citizenship responsibilities including general education and such concerns as retirement and proper use of leisure?
6. What are some of the implications of current or proposed federal programs?

The AAJC Board of Directors is deeply interested in shaping a more significant role for the Association vis a vis professional workers concerned with adult education and in assisting universities and other establishments recruit and prepare personnel for work in community colleges.

AAJC solicits your suggestions for national programs to strengthen adult education in junior colleges. You will hear more about this committee's work; we invite your comments and ideas.

Another AAJC effort that has implications for continuing education is the work now under way to strengthen occupational education. As you may know, AAJC has employed three full-time staff to concentrate their considerable talents and energies in this program under a five-year commitment by the W. K. Kellogg Foundation.

In examining existing occupational curriculums or in proposing programs of study in newly developing areas of work, great emphasis is placed on continuing education to help a construction technician keep abreast of changes in steel specifications, to enable an office manager to learn about computerized office procedures, or to provide bank clerks and tellers with a broader understanding of the banking business.

Working with the American Society of Planning Officials, we are planning to study the feasibility of basic curriculum and continuing education courses for aides to city managers and other municipal government officials.

Similar work is being planned in police science, health services, and a cluster of job areas called human services such as those performed by aides to psychiatrists, social workers, and psychologists.

Last Wednesday we met with officials of the Division of Vocational-Technical Education Research of the USOE to draft proposals seeking support for research, demonstration projects, and for developing curriculum guidelines for college administrators and professionals in these areas. We find that the professional associations now seeking the help of community colleges in developing manpower are almost as eager to have the college set up continuing education programs for their respective fields as to have curriculums developed for newly defined job categories.

We, of course, welcome this attitude.

The pressure for more and better continuing education will certainly increase, not decrease, in our lifetime. Whether the community colleges will assume a fair share of the responsibility for meeting such needs is, at present, unknown.

A look at the terrain around us reveals green pastures and much promise. On the other hand, will seeding and watering bring to life those arid patches that stand out so clearly here and there?

It would be helpful to learn more about this vast continent of adult education, to know better the coastline, the mountains, the valleys and, of course, the people.

It would lighten our work if we spoke to one another more often, exchanged letters and shared inspirations.

It would certainly be a comfort if we could prevail on some beneficient cloudmaker to bring us rain when we wished it and to turn it off in times of plenty.

These things would be fine. And the land might blossom because of our new-found knowledge and largesse.

But I suspect what would be true then is what seems to apply now: That the overall picture - the national view, if you wish - consists of nothing grander, nothing more elegant nor more profound than any of the individual elements in the landscape.

Perhaps only by cultivating each field to its fullest potential can a picture of that landscape be turned into a masterpiece.

* * *

CONTINUING EDUCATION IN GEORGIA

Catherine Kirkland, Coordinator
of Adult Education, Georgia State
Department of Education

Continuing education or adult education in Georgia is much more widespread than I can report on in this short presentation. Many agencies, public and private are involved but when we all meet once a year at the Adult Educational Council for only a 24-hour conference we realize that our communication lines are weak and that we lack coordination. However, in the past year a committee has been attempting a survey to find out what is happening and what is desired. The Adult Education Council is the only organization whose only purpose is to promote adult education. It was organized in 1956 and received its charter in 1958. Members come from Health, Education, and Welfare Departments, the public and private schools and colleges, other governmental agencies, business and industry and interested individuals. It is Georgia's counterpart of A.E.A. of the U.S.A. It is not a strong or large organization because most of the members are people whose jobs take up their time. We need an executive secretary to keep communication lines open and to promote membership.

However, in this presentation, I shall confine myself to those agencies whose only task is education - the schools and colleges - since this conference is organized around them.

Briefly, I shall try to survey what higher education in the Georgia colleges which confer bachelors or graduate degrees do, and give several examples of the work of the junior colleges. More detail will be given to the regular public schools and Vocational-Technical schools, simply because I am more familiar with their activities, as the latter institutions are under the supervision of the State Board of Education; while the colleges including the junior colleges, are controlled by the Board of Regents.

At the University of Georgia is the Center for Continuing Education. The center was built as the result of a Kellogg Foundation Grant. It has been such a success that additions to the building have been necessary. The center provides for conferences and workshops for education, business, industry, labor and civic groups. Institutes are also conducted for the training of government personnel. Adult Education programs are broadcast on E.T.V. each evening. The extension division of general education and home-study are included in the Center's program. In fact the Center is rightly named, for it is the hub of much that happens in adult education in Georgia.

Georgia Institute of Technology has a broad program of continuing education in which short courses in the field of technology and business management are offered. These are attended from many other sections of the country besides the Southeast.

"College in the Country" at West Georgia long has been unique in adult education. Under the leadership of Dr. Irvin Ingram, President Emeritus, the late Carson Pritchard and Collus Johnson, discussion groups were organized as far back as the late thirties and forties at the grass-roots level to study any topic a local community decides on. Over the years many famous persons and experts have sat down with farmers and other local citizens to delve into the problems of their own community and of the world. Travelcades are sponsored each summer. These are planned educational tours to all parts of the globe. I know of no community which has entertained more foreign visitors than Carroll and adjoining counties. This has been made possible through "College in the Country" programs.

I would be remiss if I did not include Emory University, though it is not part of the public education system. Through its Community Educational services a new series of short non-credit courses are offered each quarter. Many courses are repeated through request but new titles pop up, such as Green Thumbs in the Garden, Listening to Music, Great Ideas, The Trial of Christ, Theater of the Absurd. Although no credentials are required, most of the Emory students are college graduates. Fees are waived for persons 65 and older.

The junior colleges in our state have traditionally offered freshman and sophomore courses preparatory for higher education or terminal courses such as business or nursing education. Beginning in 1958, the Board of Regents broadened the concept of junior colleges. A plan now exists whereby every section of the state will soon be within commuting distance of a junior college. Any local community within a population area can petition the Board of Regents. If it can meet certain standards a college is established. Six new junior colleges are in operation and six more already planned. Recently, all have begun to extend their services to surrounding communities in adult education. Quotes from some of the replies to my request for information include: "So far this year (1965-66) we have held 36 short courses which have been attended by 4,000 people. In planning what short courses to hold we use an advisory committee composed of about 100 people that are broken down into committees appropriate to their fields. We have proposed for 1966-67 fiscal year 45 short courses.

This spring we started a program of non-credit night courses for adults for the first time. We proposed 20 courses and 16 of them were offered with a total enrollment of 225. We plan to continue this program.

Another letter relates: "During the fall quarter we had four hundred twenty-five students enrolled, in one or more of our courses. During the winter quarter, we had five hundred five, and during the present quarter we have three hundred seventy-five enrolled.

"Generally speaking, these courses meet once or twice weekly for nine weeks. It has been our experience that people are interested in a wide variety of courses, but especially in courses where one can exercise one's creativity or improve one's vocational skills. It has been our practice to charge fees sufficient to support the courses. This usually means ten to twenty dollars per course, depending on the number of times a course meets. Most of our courses meet on campus but we have conducted several at other locations". Another college gives this information: "Briefly, the adult program at __________ College -- we call it our 'Community Service Program' -- consists of: (a) informal meetings, lectures, speakers' bureau, and the providing of facilities for community educational functions; (b) the program of non-credit courses which in 1965-66 served 833 persons in over 40 courses (sample programs enclosed); (c) the evening program (or 'extended day' program) of college credit course serving several hundred persons each quarter; and (d) cultural programs such as theatre, glee club, fine arts series and the like which will probably bring more than a thousand persons to the campus each year. Of course, we offer the usual consultative services to business, industry and education. Further, our faculty members are, for the most part, quite active in civic and church affairs which does add somewhat to the educational level of the community". These are only three quotations, but they are representative of letters from all of the junior colleges.

Titles of some of the courses are interesting;

Who's in Charge Here -- A Study of Local Government
Mathematics for Parents
Basic Home Landscaping
Understanding the Adolescent.

Of course the old standbys, such as languages and reading get much attention.

Until 1960, Georgia had only two state supported trade schools. Since then 17 have been added, and 11 more are being built or planned. These are regional vocational-technical schools supported by both the local school systems and the State Board of Education. These schools are the only post high schools that are under the supervision of the State Board of Education and State Department of Education. Enrollment in the Vocational Technical schools for this fall is already well above 6,000 and is expected to increase to about 9,000. Courses in these schools are those which prepare men and women for skilled and semi-skilled trades and services. Other vocational adult classes are conducted under the distributive, business, agriculture, trade and industry, and homemaking departments of the regular secondary schools.

Academic or general secondary education is not state supported. However, many systems offer courses for adults which lead to a high school diploma. These are usually supported by small fees to pay teachers and administrative costs. There is a growing opinion that secondary education should be available without cost to anyone regardless of age. The State Department of Education furnishes consultative help in the area of general adult secondary education and does award the high school equivalency certificate upon a person who passes the GED Test. Plans are in the making for a committee to study the kind of program that would meet the needs of adults. We believe that a rubber stamp program designed for adolescents and youth, no matter what its quality, cannot fill the needs of mature men and women. This is an area which needs to be studied and given public financial support.

As a result of the inclusion of adult basic education in Title IIB of the Economic Opportunity Act, adult basic education in the public school has had phenomenal growth. At the beginning of fiscal '66 we had six classes with an enrollment of 125. Our report of June 30, 1966 showed an enrollment of 17,193. Of Georgia's 196 school systems, 143 were involved in a program. Several were multi-system programs, while several small counties had only one or two classes.

This program provides for the teaching of the basic skills of reading, writing, and arithmetic from grades one through eight using any subject matter that is necessary to improve the welfare of the students such as health, family living, community and civic responsibility, foundations for economic training, etc. Teachers have used new methods and new materials. In fact, their work with adults has given many a deeper understanding of the problems of the children they teach during the day. Disadvantaged parents are taking more interest in their children's education. The impact of Adult Basic Education is much more extensive than many people ever imagined it would be. During the school year the Adult Basic Education staff conducted eleven regional one-day orientation conferences, which more than 800 teachers and administrators attended; one weekend conference for 83 local coordinators and with the cooperation of three colleges, three one-week intensive workshops which enrolled 400 teachers. We feel proud of this past year's accomplishment but when we remember that Georgia has 800,000 adults with less than an 8th grade education we know that we have only scratched the surface and no relaxation of effort is in sight.

Georgia at last has realized and is acting on what we have said for a long time. Learning has no age limit!

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THE WHAT IN CONTINUING EDUCATION AT THE STATE LEVEL

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Presented by Robert Palmer, Assistant
State Supervisor

One hundred years ago when the public school adult education movement was getting underway, the adult education role of the public schools was primarily thought of as offering opportunities for immigrants from abroad to learn English, or to enable people who had to leave school to go to work to complete their formal education in "night school". These concepts of the role of the public school in adult education are still valid, and programs in these areas still represent an important part of the public school's responsibility to adult citizens.

Today, however, the public schools including the junior college are beginning to direct their programs for adults in still another significant area. This has been the addition to the program of systematic and conscious provision of opportunities to grow in wisdom and to acquire the skills needed for making decisions as citizens of a free country. This means a whole person. While this has been an assumed goal of all adult education, enrichment of the program designed to bring about the desired goal represents a relatively new emphasis.

The program should be democratic in operation--open to all who can meet the academic or skill requirements-- and democratic in purpose; designed to develop the talents of the individual and to strengthen society as a whole.

A sound program of adult education is built upon cooperation and adequate information. There should be an advisory council of lay citizens in the community to study the local need and to help in organizing and operating the program. The public school should take the initiative in establishing such a community voice where none exists. This committee should offer to serve as a clearing house for adult education agencies and organizations.

Without the leadership of the public school in this respect, it would be difficult to achieve a harmonious over-all program for adults among the various groups in the community.

The market for unskilled labor is shrinking. Youth unemployment is spreading. Automation jeopardized more and more wage earners. An ever increasing number of aged persons must cope with inflation and illness within a fixed income. Adults must have the opportunity to become first class citizens and be able to successfully compete in the labor markets of the state and nation. Education is the number one tool in reclaiming human resources and helping these adults become first class citizens.

The complex problems which confront our democracy make it imperative that more effort be devoted to extending the educational program to a broader program of activities at the adult level. The necessity for this is emphasized by the fact that Florida has increased in population, and that this rapid growth, mostly adult, will continue. Along with this increase in the state, the demands for veteran education make it imperative that the adult program continue to grow to fulfill the needs.

Florida has made giant strides in meeting needs and been most successful in their fulfillment. Within the State Department of Education is the Division of Vocational, Technical and Adult Education. It is the responsibility of the Adult and Veteran Education Section to assist local boards of public instruction in providing educational services for Florida's adult citizens. This section has the specific responsibilities for providing consultative services to counties in the program areas of General Adult Education, Adult Basic Education, General Education Development, Civil Defense Adult Education, and Veteran and war orphan training.

Approximately 200,000 adults were enrolled during the past year in the five programs, many of whom completed the requirements for a high school diploma. Many learned to read and write for the first time, completed an elementary education, or received basic education sufficient to enter vocational training or advance on the job. A whole new world opened for the thousands of adults who pursued these educational programs. An explanation of the five programs follows:

1. General Adult Education. This program consists of courses and/or classes which contribute to the general educational needs, purposes, and objectives of adults and includes offerings at the high school and elementary level as well as certain cultural and liberal education offerings. One out of ten high school diplomas issued in Florida is earned by an adult in this program.

2. Adult Basic Education. The Economic Opportunity Act provides Federal funds to states for conducting courses in adult basic education (grades one through eight) with emphasis upon reaching the areas within the state in which are concentrated the highest evidence of poverty and the most severe educational deficiencies. There were over 30,000 adults enrolled in elementary education during the past year. It is anticipated there will be an enrollment of approximately 40,000 this year, providing sufficient Federal funds are made available through the Economic Opportunity Act to enable the counties to serve this number.

3. General Educational Development Testing Program. Many educationally mature adults including veterans and servicemen in Florida have not had the opportunity, for one reason or another, to complete the formal requirements for a high school diploma. Such persons, through reading, traveling, self-directed study, and the practical experiences of life, have reached a level of educational competence equivalent to that normally required for high school graduation. Since many of these people cannot afford to spend the amount of time in class attendance necessary to satisfy the requirements for a locally issued high school diploma, it is felt that means should be provided whereby a credential, equivalent to the high school diploma, can be issued upon satisfactory completion of standardized comprehensive tests.

4. Civil Defense Adult Education. There is always a need for our citizens to be alert and ready in the eventuality of man-made and natural disaster. The Congress of the United States, believing this to be an

educational problem, appropriated funds to establish and develop local Civil Defense Adult Education programs. As a result of Florida's well established adult education program and support for civil defense, it was one of the four states selected and invited in the spring of 1959 to conduct pilot programs of Civil Defense Adult Education in the public schools. The first course to be offered under this program was a short course of twelve hours entitled Personal Survival in Disaster, designed for the individual and his family. An additional course in radiological monitoring has been added to the offerings in the program. This is a skill training course of sixteen hours to train monitors for civil defense. Both of the civil defense courses are conducted as a part of the local adult education program of the county school system. Federal funds are provided the state to reimburse the counties for their expenses in conducting these classes.

5. Veteran and War Orphan Education. The Adult Education Section of the State Department of Education has been designated by the Governor of Florida as one of the two state approval agencies for institutions desiring to offer education and training programs for veterans and war orphans. Since the enactment of the new G. I. Bill, Public Law 89-358, more concentrated effort is expected in veterans training.

Continuing education is a living and lifelong process. It might also be said that living is continuing education, which would mean that every citizen in order to fulfill his commitment to himself and country must learn to live and live to learn.

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CONTINUING EDUCATION IN SOUTH CAROLINA

Ellison M. Smith, Sr., Consultant,
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The American society is changing at such a rapid pace largely through technological innovations that the nature of the educational needs of adults is being completely revolutionized. Under such circumstances, there is no single agency or institution equipped to satisfy the needs in all communities. The educational needs of the adult population in South Carolina exemplifies these rapid changes. While one area of the state is becoming highly industrialized, another area maintains its relative importance in agriculture. It is apparent that community needs for expanded educational opportunities as well as variation in content, organization, and purpose, is a must in South Carolina.

Continuing education for adults is not new in our State. For many years we have had a program for adults under the administration of the State Department of Education. It dealt primarily with illiterates. Through the persistent endeavors of Dr. Wil Lou Gray the program was kept alive and expanded to cover elementary and high school work; culminating in the establishment of the Opportunity School at Columbia. In the late 1920's the Parker School District of Greenville operated what it termed the "Community College". It was operated in the evenings with regular school teachers, as well as talented resource persons in the community, offering a variety of courses in liberal arts subjects as well as refresher courses of special interests and hobbies. No attempt was made to give credit for the work.

More recently - especially during the past 10 to 12 years - many and varied opportunities for diversified continuing education have been provided by colleges, schools, industry, civic, and social organizations in the form of non-credit courses, study centers, job training, developing special interests, etc. Courses, lyceums, forums, and lectures covering the gamut of interests from the study of the humanities to community problems, to flower arrangement, or book reviews have attracted thousands of adults. Here, the education is indeed continuing primarily for those with a reasonable education who wish to deepen and expand their education and interests in life.

It is definitely our philosophy in the Adult Education Division of the State Department of Education that adult education is for all our citizens regardless of their present education status, but, during the past year, we have been compelled to face a tremendous backlog on the bottom rung of the educational ladder. One million of our people have less than a high school education. Thousands are illiterate, or functionally illiterate. From January 1st to June 30th, 1966, adult basic education classes were conducted in all but two counties in our state enrolling more than 20,000 adults. Next year we expect to exceed 30,000 enrollees in basic education and we hope to enroll several thousand others who wish to earn a high school diploma or equivalency certificate. Continuing education centers will increase in number and scope of programs.

The need for stressing basic and secondary education comes at a time when we are experiencing phenomenal industrial growth in our State. Last year 600 million dollars was spent in industrial expansion, creating 30,000 new jobs which required skilled or semi-skilled workers. Like other States we are undergoing drastic changes in governmental organization, civic rights and responsibilities, problems of urbanization, community health, and civic improvement. The proper use of the right of franchise can not be attained by functionally illiterate citizens.

The Department of Civil Defense Adult Education has been incorporated in the Division of Adult Education and we are working closely with the Welfare Department, the State Board of Health, Safety education authorities and with other organizations that provide continuing education to cooperatively place programs that will satisfy special needs of adults.

Time will permit the brief mention of a few programs currently operating in the State:

(a) Continuing Education Centers, partially financed by state funds under the Division of Adult Education have been in operation at Clemson, Columbia, York, Cayce, and Aiken for several years. Short, 12-hour courses aimed specifically at the needs of the people are being offered in Arts & Crafts, South Carolina History, Investment and Securities, Income Tax, etc.

Special community projects have been started at Ware Shoals and the Department of Corrections. Learning Laboratories are being established this year in several urban centers. Stress is being placed on improving the quality of adult education through workshops to train directors and adult education teachers.

(b) Libraries have improved and expanded their services and play a big role in continuing education in many of our communities.

(c) Educational television programs now reach practically every community in the State with an excellent variety of courses, programs and forums aimed at the adult population.

(d) Our colleges are offering more opportunities for continuing education. Clemson University and the University of South Carolina have established regional junior colleges in several areas of the State making higher education available to greater numbers.

(e) The Division of Vocational Education has expanded its former program of agriculture and Home Economics to include courses in Industrial Arts, Office Occupations, Air-Conditioning, Electronics, and many others.

Area vocational schools are also being located where a wider range of programs and more adequate facilities and equipment will be available. Six area schools have been completed and nine more are under construction.

(f) The South Carolina Technical Education Committee has made tremendous progress. It has established ten Technical Educational Centers, readily accessible to 95% of the population. Programs for full time students are offered on both trade and technical levels. Night programs oriented toward upgrading employed adults in their present jobs and special training courses are offered.

One very important function of TEC is to provide Special Schools which work directly with industry in providing trained employees. Usually such a school is established after a company decides to locate or expand in South Carolina. An engineer from TEC is assigned to study all aspects of the company's operation and develop the type of training program best suited to the needs of the particular industry. Currently there are 58 special schools in operation.

In 1963, the MDTA (STEP) program was assigned to the Technical Education Committee. This program aims to assist individuals in receiving necessary training and skills to make them employable, to upgrade present skills to meet the needs of workers displaced by automation, to meet shifts in market demands, or other changes in the structure of the economy. Presently forty-five courses are being offered in 16 schools.

In providing these expanded programs, special areas of need are evident:

(a) The need for coordination of the work of all organizations and agencies currently providing continuing education which are funded, partially funded, by the State and Federal Government is of primary concern. Our State has done much to offer continuing education but, unfortunately, practically every new program has been set up under a separate Board, Committee, or Commission and the role of such agencies has not been clearly defined. There has been too much of the feeling that, because the State Department of Education had not rendered the service, it couldn't or wouldn't. Overlooked was the fact that the State Department of Education could possibly have carried on the work in a more effective and coordinated manner if the same appropriations had been available to the extent they are presently available to the newly created agencies.

(b) There is immediate need for upgrading the quality of adult education through the acquisition and training of qualified adult education supervisors, directors and classroom teachers.

(c) There is still need for more substantial financial support if we are to meet the gigantic task we face.

Our future outlook for continuing education is bright:

(a) There is a growing awareness among our people for the need for more education to become responsible and self-sustaining members of our society. We refer to the upsurge of interest among the population as the "Awakening Giant". This new spirit was evidenced by the ease of recruitment of 25,000 adults in classes this year.

(b) Industry is showing vital interest and cooperation in all forms of upgrading education.

(c) Members of the Legislature are awakening to the need for education for all our people and are making more adequate appropriations. Our Governor is especially sincere and untiring in his efforts to improve all phases of education, and particularly adult education. This is evidenced by an appropriation of $1,600,000. for adult education this year compared to last year's appropriation of only $60,000.

(d) Local school superintendents are showing great interest and cooperation.

(e) Mass communication media; radio, TV, daily, and weekly newspapers are cooperating fully in spreading the news of educational opportunities for adults.

(f) Industry, service organizations and civic clubs are carrying the story of adult education in their periodicals and bulletins.

(g) Teachers are accepting the program as a challenge and are giving their best to it.

(h) Ministers are helping recruit persons who should enroll in adult education classes.

(i) Adults who have been attending classes are planning to continue and are urging others to enroll. (Incidentally, in our State without compulsory attendance laws, we are finding that children of adult enrollees are showing more interest in their regular school work).

After years of urging, definite steps are being taken to coordinate the total program of education in South Carolina. Two autonomous departments have been placed in the State Department of Education and a new Department, the Bureau of Public Information, has been added. Committees have been appointed to study various aspects of the program, and, perhaps the most significant one was appointed in 1965 - a Committee of Coordination of Higher Education in South Carolina. The Committee began its work in September, 1965, and will report to the Legislature next January. While the Committee is primarily concerned with coordination of higher education, it does not believe this can be done properly without studying the needs, goals, and structural organization of the total program of education from bottom to top. Particular emphasis will be given to continuing education on the junior college and senior college levels and a structural organization emphasizing coordination will be proposed.

Finally, we do not know at this stage just what pattern of organization will emerge, i.e. whether all junior college level institutes will be branches of the universities system, or community colleges, or some of both. We do not know to what extent there may be a merger of area vocational schools and technical education centers, or the merging of both with certain junior or community colleges. The pattern awaits further development.

But we can be assured that ever increasing opportunities for continuing education will be available to all our people. Many exciting things are happening in education in South Carolina and I am proud to be a part of it.

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CONTINUING EDUCATION IN NORTH CAROLINA

Monroe C. Neff, Head, Division of
Adult Education and Community Services
North Carolina Department of Community
Colleges. Presented by Joseph Carter,
Consultant for Community Services

Adult education is continuous education-- continuous throughout life. Regardless of the level at which one ends formal education, whether it be elementary, secondary, college or university, learning continues throughout life. Adult education is the so-called "fourth level" of education. All other levels of formal schooling lead to adult education.

Business men and women of today would not think of trying to compete in today's world with machinery that was fifteen or twenty years old, but we do have adults today who are trying to compete with an education which they obtained fifteen or twenty years ago. It is impossible for us to try to give our children and youth enough knowledge to last them a lifetime in sixteen years of formal schooling. A person can never be completely educated.

Many people have a misconception of adult education. They think of adult education as only a remedial program, or at the other extreme, as only a great books discussion program. Either school of thought in itself is incorrect. Both of these extremes are only small phases of an adult education program. Adult education has to have a well-balenced program-- a comprehensive program to serve all of the adults of a community. What is a well-balanced program of adult education? First, the definition of the curriculum of adult education is that the field of study is as broad as life itself as long as organized learning is involved. A well-balanced program of adult education would include instruction that prepares our adults for better family living, for more job opportunities, for promotion in present employment, for civic and community leadership, and for self-realization. Adult education is not new, but it is receiving emphasis today, the same as our community colleges, technical institutes and industrial education centers are receiving emphasis. The areas of adult education and community services are programs involving classes in the various broad fields of consumer education, homemaking, parent education, family living, industrial arts, discussion groups, citizenship, health and safety, creative arts, liberal arts and academic grades one through twelve.

There is a very old saying that "You can't teach old dogs new tricks." This saying was exposed as an untruth in 1928 when Thorndike found that adults could learn. He found that between the ages of one day up to twenty years, the learning curve increases steadily upward. Then from twenty to approximately thirty-one or thirty-two years of age, a plateau is reached. After the mid-thirties to the mid-sixties, there is a very small decrease in the learning curve. The decrease of ability to learn during this period is about one-half of one per cent each year, but, if a person uses his ability to learn, the decrease in ability is much less. As a person reaches the senior years of his life span, certain things do become a little more difficult to learn and it does require more time to learn. Some of the languages or areas that involve manual dexterity will require additional time for the senior citizen. If the time element is removed, he can learn just as well, and probably better, than young adults.

In organizing an adult education and community services program, one of the first steps is to make a person responsible for this phase of instruction. Some person has to be responsible for organizing and implementing a well-balanced program for it to actually take place. Another important step is that of activating local advisory committees or councils which will help the adult education director in determining the needs of that particular community. Such councils help our institutions to better serve the communities.

Junior colleges developed in the first decade of this century and were considered as junior units of our senior institutions. The only instruction provided at first was the freshman and sophomore college courses. The institution was designed as a feeder institution for the universities. Around 1920, vocational courses were added to give the junior college two areas of instruction. In 1945 the institutions added another instructional phase called adult education and community services. Institutions began to change their names from junior colleges to community colleges with the addition of this instructional area because the institution then served the total community. Today the community college movement is bringing some 35 new institutions into being each year in the United States. There are about 780 community colleges in the United States. These institutions are community institutions and have a program that offers college parallel programs, vocational and technical programs, and adult education and community services programs. All of the 43 institutions in the Department of Community Colleges in North Carolina have the very vital phase of adult education and community services, and unless each institution serves the total needs of all citizens within its community, we cannot say that we truly have a community institution.

In 1963 the North Carolina General Assembly established the Department of Community Colleges, which includes the industrial education centers, technical institutes and community colleges in North Carolina. By establishing these institutions, it has been possible to extend universal educational opportunity, beyond the high school. Any person who is eighteen years of age or older, whether he is a high school graduate or not, can find the educational opportunity fitted to his abilities and his needs in one of these institutions.

This is what is meant by the open door admission policy. For any applicant who seriously wants and needs more education, the door of the institution is open. After admission, he is tested and counseled, not in order to reject him if he does not meet a set educational standard, but to help him get placed in the educational program for which his ability, his previous educational background, and his objectives in life best fit him.

Much emphasis is being given to the undereducated adult. The Economic Opportunity Act of 1964 stresses basic education under Title II-B of the Act. Because we have about one and one-half million adults in North Carolina who have less than an eighth grade education, we need to emphasize adult basic education.

The North Carolina State Board of Education on November 5, 1964, became the first board in the nation to approve a state plan for adult basic education under the Economic Opportunity Act of 1964. The State Plan, along with the Plan of Operation and Budgets, was then submitted to the U. S. Office of Education.

Beginning in August of 1964 and continuing through the first week of October, the adult education director had the opportunity to discuss adult basic education with representatives from each of the 100 counties in North Carolina. Seven regional Economic Opportunity meetings were held in the state during this period of time, and all phases of the Economic Opportunity Act were discussed with five representatives from each of the 100 counties. An adult educational panel discussed the program during separate one and one-half hour sessions with the representatives from each county. The purpose of these meetings was to alert the community leaders to the importance of including certain elements of the adult basic education program in their community action proposals. The main objective was to encourage each county to include as a part of its community action proposal a plan for recruiting adult education students. A question that constantly appeared in most of the discussion sessions was "Where can we get the necessary teachers for adult basic education when we already have a shortage of teachers in our public schools?" This question proved to be of little concern in the later phases of planning and preparation in the state.

The state department personnel reviewed all of the seven so-called adult basic education material systems. The staff was concerned with finding programs that would be comprehensive in nature. Such programs would include the communicative and computational skills as well as provide supplementary materials in these two basic areas of interest to adults and related to their everyday lives. Such information would include consumer education, health, social studies, homemaking education, family relationships, and other areas that might be applicable in helping to make the person better able to meet his adult responsibilities.

Four adult basic education material systems were approved for use in North Carolina as the regular or non-pilot project instructional program. The four systems were modified as such and are as follows: System for Success, Laubach, Words in Color, and Learning Laboratories.

To be classified as a material system, two of the above programs had to be supplemented with other materials from about the 3.5 grade level up to the completion of eighth grade level.

There are now 20 adult basic education material systems and most of them are being used in North Carolina. A reserve fund is held for approval of special projects in the designing or the use of other literacy systems.

In October of 1964 planning sessions were held by the staff for programming initial teacher training institutes for the state. Through planning it was decided that it would be necessary to have between 20 and 30 teacher training institutes in the initial phase in order to have teachers prepared for the adult basic education program. The North Carolina State Board of Education approved contractual agreements with the Board for Fundamental Education to provide the initial teacher training institutes in North Carolina.

An outline of a sixteen hour teacher training institute was prepared. The universities and four-year colleges in North Carolina that have general extension divisions were asked to send two representatives from their faculties to audit the first series of teacher training institutes. It was required by the State Department of Community Colleges that those who planned to become adult basic education teachers should have as a minimum a baccalaureate degree in some discipline--not necessarily in education. It was felt that people at this ability level could be prepared to be successful teachers in this program.

Through news releases the teacher training program was announced and the response was overwhelming. The first teacher training institute began on December 17, 1964, in Durham, North Carolina. One hundred and twenty-five teachers completed this training institute. All of the teacher training institutes were scheduled for a three-day period. The majority were conducted consecutively on Thursday and Friday nights and all day Saturday. A few institutes were scheduled on Monday, Tuesday, and Wednesday nights. The prospective teachers were not paid to attend these institutes and had to contribute their time and provide their transportation.

Between December 17, 1964, and January 30, 1965, 24 teacher training institutes were conducted in North Carolina. Through these sessions over 3,300 teachers completed the sixteen-hour course. Prospective teachers were enrolled from all 100 counties in the state. Approximately one-half of those completing the institute were professional teachers, the other one-half being lay people with baccalaureate degrees. The institutes were designed to acquaint these prospective teachers with the overall problem of working with the under-educated adult. It was necessary before classes started that the teacher understand the characteristics that the teacher himself would have to possess. Approximately one-half of the training time was given to these important areas of general orientation. The last half of training was the actual discussion of materials and how these materials should be presented beginning with the first class meeting.

The teacher training program dealt with the following areas: the problem of illiteracy; its costs in prejudice, unemployment, in crime, to the national defense, and to the everyday life of the individual; variations in literacy among the states and among social classes; an examination of the characteristics of the illiterate individual; his impact on the community; responsibility of the community; student counselling and guidance; motivation for self-betterment; recruiting illiterates; desirable characteristics of teachers of illiterates; testing for literacy levels; curriculums for the new reader; records of student progress; assignments for homework; variations in schedule and methods; and goals of the teacher trainee; and others.

The next phase scheduled to follow immediately is that of in-service training. The 18 faculty members from the senior institutions in the state audited at least one of the teacher training institutes. Additional meetings scheduled with these professors will enable them to provide an in-service training and other teacher training in North Carolina. The in-service training teams will be called into action after the first five or six weeks of classwork. They will be responsible for meeting with small groups of 15 to 20 teachers for three and four-hour sessions in all parts of the state to help the teachers upgrade themselves so that they may present a quality program.

The classes or learning teams for adult basic education are available throughout all 100 counties of the state during the morning, afternoon or evening. A large number of the groups are conducted away from public buildings. The State Department of Community Colleges is attempting to provide adult basic education during any time of day or night when the adult student and teacher can be brought together as a learning team.

Adult educators concerned with public education have a difficult time identifying and reaching potential students. Most programs use only a broad "shotgun" approach for recruiting students. These methods include the use of the mass media, messages through utilities services, notices through milk deliveries, notices sent home by school children, and other standard practices. But through this approach the adult in the low socio-economic group is not reached. If only this type of program promotion is used, the adult basic education programs will not be too successful. Community action programs under the Economic Opportunity Act can assist in recruiting the hard-to-reach adult.

Of the adult population of the United States--roughly 120 million people--the adult education programs over the nation are reaching approximately one-half, or 60 million people, at the present time. The other 50 per cent, or 60 million adults, are more difficult to reach. At the present time, adult education is serving the educated people--those who have education seek more education--but the lower one-half of our adult population is an undereducated group. These people do not see a need for additional education.

Of the lower 50 per cent, adult basic education might be expected to reach ten per cent of this group without too much effort. These people are motivated to some extent and will come into programs with some encouragement because they see a need or have a reason for continuing their education. But what about the other 40 per cent? It will be necessary to go out into the communities, door-to-door across the state and get these people into adult basic education programs. Adult educators will be dealing with second and third generation welfare cases where they find that the adult completed the fourth or fifth grade and feels that this level of education is all that is necessary for his children. This situation points to one of the causes for our public school dropout problem. By changing the attitudes of these adults it is possible to improve the holding power of our public schools. Each community action program should be encouraged to budget funds under Title II-A of the Economic Opportunity Act to employ people to recruit adult basic education students.

North Carolina is fortunate to have the North Carolina fund. This organization, financed by Ford and Carnegie grants, was developed over two years ago and is concerned with community action programs in North Carolina. The Fund sponsored community action programs in 11 project areas in the state. The organization is providing funds for 11 full-time recruiters for adult basic education programs for a three-month period. These recruiters are identifying under-educated adults for adult basic education programs in the project areas. Proposals have been submitted by these community action groups to the Office of Economic Opportunity for full-time people to replace these temporary recruiters. One community in North Carolina has over 200 classes registered with 15 adults in each learning team.

During the school year of 1965, there were 187 different courses offered in Adult Education. The enrollment was a little over 49,000 adults. This past school year about 120,000 adults were enrolled in Adult Education in North Carolina. Of the total number enrolled about 40,000 adults were in the Adult Basic Education Programs.

The Department is now co-ordinating one of the nine national teacher training institutes at Raleigh during the month of August.

A project to evaluate four learning systems in Adult Basic Education is being conducted with 398 adults for a period of 16 months in North Carolina to find the strong points of each system.

A Project for Training, Development and Research in Adult Basic Education has been funded by LINC at North Carolina State University at Raleigh in the Department of Adult Education. The head of the Adult Education Division of the Department of Community Colleges is co-director of this project. All pre-service and inservice teacher training in the state will be done through this center. The center is also scheduled to be a part of the Regional Education Laboratory of the Carolinas and Virginia.

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SOME REMARKS ON CONTINUING EDUCATION

Robert H. McCabe
Vice President for South Campus
Miami-Dade Junior College, Miama, Florida

Continually greater numbers of persons are enrolling in courses for adults. The following factors appear to contribute significantly to this growth of interest in such courses:

1. The improving educational level of the general populace. The more education that people have the more their appetites are whetted for more education.

2. The changing and complex world in which we live. Each year there is an increased requirement for knowledge to live successfully both vocationally and socially.

3. Increasing leisure. Working hours are becoming shorter and mechanical devices are doing more and more of our everyday tasks leaving increasing time for pursuit of other interests.

4. Rising standard of living. As the basic and acquired needs of more and more families are being met, time becomes available to enjoy the finer things of life. Interest in knowledge and in the arts is increasing in conjunction with our rising standard of living.

Predictably greater numbers of adults will be pursuing continuing educational opportunities. The community college is a particularly appropriate institution for continuing education. By using the designation of community college it is implied that a close association with and service to the community are essentials of the college. A basic objective seems to be emerging in state community college systems. This objective is to place a community college within commuting distance of the bulk of the population, thus providing obviously located centers for continuing education. These facilities include libraries, technical and science laboratories, classrooms, and other facilities which are available for use for continuing education. The diversity of talents among the staff of a community college is an ideal base for developing a teaching staff for a continuing education program. Finally, the community is designed primarily for use by a young adult student body whose needs and facilities are virtually identical with those of older adults. The two groups mix nicely with benefit to both.

The types of programs which are offered can be divided into the following categories:

1. In-job education. In this rapidly changing society increased and updated knowledge is often required to maintain satisfactory performance in one's job. Courses to update and upgrade performance for workers in their existing positions are necessary and will become increasingly so.

2. New Career education. Many people are employed in jobs that will prepare them for better jobs. Programs are needed to prepare these people for new jobs while they are earning their livings at other jobs.

3. Education for better living. Courses are often needed that will help people make their lives more comfortable. Good examples of these are courses in home maintenance and consumer practices.

4. Avocational and enrichment education. These courses are taken simply because an interest has been developed. Ornamental horticulture, great ideas, listening to music, and oil painting are examples of such courses.

Regardless of the type of course or the reason for offering it, it should be organized to fit the students and the course content. There need be no set formula for number of meetings, length of terms, or level of difficulty. Courses can be anywhere from one meeting to a day-long workshop, to a year or more for completion of the curriculum. There are some courses which will draw students every term, year after year, others will only be offered one time.

Although most continuing education courses will be offered in the early evening on the campus, other arrangements are often necessary. It is frequently a good practice to offer courses where the students work or at a center convenient to the homes of a particular group. Housewives, night shift workers, and other groups are interested in courses at different times in the day. The important thing is that the community college bring to bear its organizational and educational talents to utilize all of the resources of the community to provide continuing educational opportunities where and when they can be of most benefit to the community.

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ADULT EDUCATION
AT
DAYTONA BEACH JUNIOR COLLEGE

Roy F. Bergengren, Jr., President
Prepared for Junior College Administrative
Teams Leadership Institute, University of
Florida, August 8, 1966

The planners responsible for the establishment of Daytona Beach Junior College in the fall of 1958 were sold on the community college concept from the start. They took literally and in its broadest sense the three-way responsibility of the Florida public junior college--for providing the first two years of the baccalaureate, a full range of vocational-technical offerings, and a general adult education program.

Already established vocational and adult education programs were combined with the new transfer program so that from its very beginning, Daytona Beach Junior College has taken the broad approach to post high school education. The theory behind our approach is that a single administration of this total program facilitates understanding of the community's post high school educational needs, the serving by one program of another, and maximum mobility among programs which lends itself to higher potential for effective guidance services.

During 1958-59, the first year of operation, the Adult Education Division enrolled approximately 3600 different individuals, which means simply that this many different people in the community took at least one course administered by the division. Last year--1965-66--the total had grown to more than 8500 with a grand total of more than 52,000 individuals enrolling during the eight-year period.

Last year our adult education courses were offered in 69 different physical cneters throughout the community we serve--schools, municipal buildings, retirement centers, churches, and in just about any type of space we could find. Each center, school or otherwise, received one-half of the fees collected for courses offered at that center, and no other rent was paid. In the case of school centers, our Adult Education Division also contributed to the libraries in those schools for a total of about $3500 last year. Books were selected by the county library staff.

A word about our major programs in adult education. Adult high schools were operated in three centers--Daytona Beach, DeLand, and New Smyrna Beach. Two hundred and seventeen students received high school diplomas last year along with about 190 individuals who received high school equivalency through the GED testing program, for a total of more than 400.

Our Basic Education program, which covers everything from literacy classes through eighth grade, has been operating for a number of years. While growth of this program was curtailed by the statewide freeze on units, during the past year the program greatly expanded with the help of a federal grant of $123,000.

Because there are many retired citizens in our area, we have organized offerings for these people who desire and need continuing education. Last year we enrolled a total of about 2000 individuals in our senior citizens program and I had the pleasure of addressing a graduating class wherein practically every member was old enough to be my parent.

About 50 individuals completed our citizenship program last year, and these and other foreign born citizens enrolled in English for foreign born. We also conducted 14 civil defense classes with an average enrollment of about 18 individuals.

The Adult Education Division administers a comprehensive reading center which deals with developmental reading, the language arts, and reading for professional persons. The division also administers the educational media center for the distribution of instructional and audio-visual materials to vocational, adult, college, and other school programs.

While I have time here only to mention the major elements of our Adult Education program, I think it is already evident that this is a large and comprehensive program in relation to the population area that we serve--approximately 150,000 most of it concentrated in Volusia County. The program is financed through the Volusia County school budget and administered by the college, which results in a number of administrative problems. However, we plan with the beginning of the next fiscal year to operate the entire program under a single junior college budget. Looking to the future, I predict that the Adult Education program will in the next decade or two be one of the most rapidly growing programs administered by Daytona Beach Junior College. Once the budget problem is solved, I look forward to a somewhat greater degree of flexibility in our total organization. Personally, I like the term "continuing education." The concept to me is somewhat broader than that under which our present Adult Education program operates.

The idea of continuing education is central to the total community college concept. While I am loathe to assign price tags to any of our programs, certainly there is no community college responsibility more important than that of continuing education.

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ON THE LOCAL LEVEL

Gerald B. James, President
Rockingham Community College
Wentworth, North Carolina
Presented by: Dewey Adams
Director of Adult Education
Rockingham Community College

Even though I shall deal chiefly with the local level, a small amount of background relative to the state may be worthwhile. For many years North Carolina has had a system of elementary schools, secondary schools, colleges, and the University. But traditionally, the elementary and secondary schools have been for children; and traditionally, colleges and universities have dealt chiefly with formalized higher education. There are exceptions, of course. The University extension programs, and especially the agricultural and home economics extension programs, have rather effectively reached the masses of people. Other specialized programs have likewise been effective. At the University of North Carolina at Chapel Hill, the Institute of Government has provided excellent continuing education opportunities and in-service education opportunities for people interested in and employed in government at the State, County, and Municipal levels. Generally, however, continuing education has been neglected. It was not until 1942 in North Carolina that a position was established in the Department of Public Instruction for an individual specializing in adult education. The individual filling this position left the position during the war years. It remained a vacant position for several years following the war and was eventually removed. Vocational and technical personnel of the Department of Public Instruction were the only ones who seemed to be concerned to a great extent with adult and continuing education. It appeared as if continuing education, then, was the responsibility of no one in all of the educational systems of the state. In 1963, the Community College Act of North Carolina was passed. For the first time in North Carolina, a system of educational institutions was given the responsibility for adult and continuing education as a major responsibility. Policies of the State Board of Education indicate that Community Colleges, Technical Institutes, and Industrial Education Centers in North Carolina will provide programs in general adult education and continuing education. The policy of the State Board of Education is more than permissive; it is mandatory.

It is within the framework of the Community College Act of North Carolina that Community Colleges, Technical Institutes, and Industrial Education Centers of the state operate programs of continuing education.

There are so many obvious needs for continuing education that the temptation is great at the local level to begin trying to meet the needs. Obviously, we could operate for many months "Putting out fires" in the areas which are most obvious. At Rockingham Community College, however, the administrative staff, under the guidance of the Director of Adult Education, Dewey A. Adams, chose to make a rather thorough study of the continuing education needs. Literally hundreds of people have been involved in quasi-advisory capacities in conducting the studies. It was felt that this approach would be educative in itself to the public regarding the types of services available from the institution. Furthermore, it was felt that a certain degree of "indoctrination" of the public could be provided through involving them in this approach. Most of all, however, was a basic belief in the democratic process whereby those people affected by a program would have a voice in the development of that program. Educational needs recognized from the studies have been so great in magnitude that it makes the task look almost impossible. Nevertheless the public, as well as the administrative staff, recognizes the fact that everything cannot be done first; therefore, priorities are being established. Without arguing the merit of various programs for priority purposes, those programs which have occupational implications received a high priority. That is, those programs which train people for employment or those programs which help improve people in their chosen vocation received high priority.

The Fine Arts Council within the county expressed concern over not giving a high and early priority to the fine arts areas. Nevertheless, they understood that helping people to become qualified to secure and hold jobs necessary for providing income to the families was important.

Even though the College will not formally open until September, 1966, many adult programs have already been established. Over 600 individuals successfully completed the "Great Decisions Program," a series of ten meetings for each class on current problems identified as significant to the County, State, and Nation.

Rockingham Community College will offer adults the opportunity to satisfy a broad range of educational interests and needs. A variety of short courses, remedial programs, and community services will be available. These programs will be offered at a time and place most convenient for adults. Some courses and services, because of great demand, will be offered on a regular continuing basis. Other courses and services may be initiated by a request from individuals and groups.

The College will cooperate with many public and private agencies, such as public schools, governmental agencies, service clubs, libraries, senior colleges, businesses, and industries in providing educational services to greater numbers of people. Among the adult education courses and community services which the college may offer are:

Adult Basic Education
Business Education
Fine Arts
Practical Arts
High School Completion
Consumer Economics
Public Affairs
Senior Citizens
Family Life
Home Life
Liberal Education
Creative Arts
Health and Safety
Professional Inservice
Guided Studies
Community Services

In summary, Rockingham Community College is committed to provide programs of continuing education, programs covering a wide variety of interests and needs. The staff of Rockingham Community College will be perceptive of and responsive to the educational needs of adults in our patronage area.

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SOME ASPECTS OF CONTINUING EDUCATION AT SOUTHEASTERN COMMUNITY COLLEGE

Warren A. Land, President
Southeastern Community College
Whiteville, North Carolina

It is a great pleasure to be here today and to have the opportunity to share with you some of the dimensions of the Continuing Education Programs at Southeastern Community College.

I invite you to consider with me briefly several of the implications inherent in a Continuing Education Program as well as several of the more unusual aspects of our Continuing Education Programs.

At Southeastern Community College, Continuing Education is defined very broadly and encompasses the total efforts of the institution. It includes and cuts across all courses, programs, and activities offered by the institution for those persons who have either graduated from high school or for those who are beyond the usual high school age. We believe that providing for Continuing Education is simply a matter of recognizing and making provisions for an extremely wide range of interests, abilities, and aptitudes. Opportunities are thus provided for students to move toward appropriate and/or self-directed endeavors to their personal point of optimum development.

Within this rather broad framework, in our opinion, it is necessary to label certain kinds of activities as Instructional Divisions. Within these Instructional Divisions courses, programs, and other activities become the vehicle used by the institution to provide appropriate learning experiences for its students.

Specifically this involves:

(1) College Transfer Division
(2) Technical Division
(3) Vocational Division
(4) Adult Education and Community Services Division

In the College Transfer Division we offer, as you do, the first two years of a four year program.

In the Technical Division, we offer two year occupationally oriented programs which are not designed for transfer. These programs include (1) Associate Degree Nursing, (2) Accounting, (3) Business Administration, (4) Legal Secretary, and (5) Medical Secretary.

In the Vocational Division, we offer one year occupationally oriented programs which include (1) Automotive Mechanics, (2) Electronics Servicing, (3) Practical Nursing, and (4) Welding.

In the Adult Education and Community Services Division suitable courses and programs are provided for adult students who desire to further their education, to improve their personal or business efficiency, or to enrich their cultural lives. Basically, we need to ask only three questions concerning courses and programs in this division. (1) Is it educationally sound? (2) Are twelve or more persons interested? (3) Can we find a qualified instructor? If the answer is yes to all three questions, the course is offered.

As you may well imagine, a wide variety of courses and programs — from Basic Adult Classes, which involves teaching adults to read and write, to a navigation course for helicopter pilots has been offered under this division.

At this point I should like to share with you several of the more unique aspects of our operation. Perhaps one of the most unique is our New Industry Training Program which operates basically in this manner. An agreement may be made with a new or expanding industry moving into the area for needed and necessary educational programs. Once the needs are identified and an agreement is made as to the length and nature of the program the college employs an instructor. The Company selects and employs the students and the classes begin as a cooperative venture between the college and the particular industry. As you may well suspect this is one of the primary reasons for the industrial growth of North Carolina.

We are also operating a Programed Materials Laboratory which makes it possible to meet a wide variety of students needs through independent study using programed materials. This laboratory which operates from 8:30 A.M. to 10 P.M. has been heavily used by students whose needs ranged from study for the G. E. D. diploma to Calculus III.

In addition, we offer many other kinds of courses designed to upgrade a person in a particular occupation such as firemanship programs and police programs.

These are some of the ways in which Southeastern Community College has attempted to provide Continuing Education opportunities for our students.

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DEVELOPMENTS IN CONTINUING EDUCATION ON THE LOCAL LEVEL
MERIDIAN JUNIOR COLLEGE

Jack Shank, Director of Continuing
Education, Meridian Junior College
Meridian, Mississippi

We of the Meridian Junior College have accepted as our goal the development of a program of continuing education in the broadest sense of the term, to be limited only by our imagination and the resources available.

Originally organized to provide a curriculum of academic studies for the veterans of World War II and the Korean Conflict, the program has been expanded to include a wide variety of offerings we group under community service. This area has been developed because we believe that one of our primary missions is to act as a center for cultural development for the fifty thousand people in the community we serve.

In keeping with this philosophy the director of the program has as his major concern continuing education. He is directly responsible to the dean of the college for all phases of its operation including curriculum development and faculty assignments. Such a table of organization gives continuing education a voice in top-level decision-making and helps to avoid its being relegated to the status of an after-thought.

The academic program -- a curriculum offering courses leading toward the bachelor's degree in a variety of areas -- has been from the beginning the major division for attracting students.

Officials early realized that many of those enrolled in this program would terminate their education at the end of two years. The result has been a continuing refinement of academic offerings making for a program that would be most beneficial to those whose formal education would end with the Associate in Arts Degree.

By providing counseling services and encouraging adults to take advantage of them, the school has been able to channel many into such areas as data processing, accounting, secretarial studies, or such courses of study as drafting and design and electronics that equip them with skills usable for employment immediately upon graduation.

Where employment has not been a major goal, others are encouraged to enroll for foreign languages, Bible, world literature, or other courses for cultural enrichment.

The very fact that continuing education classes of the college are offered "after hours" has made possible the utilization of outstanding community talent as faculty members. For example, the judge of the District Chancery Court teaches state and local government; the clinical psychologist of a state hospital serves as an instructor for general psychology, and a well-known minister teaches Old and New Testament.

Not only does this tie us more closely to the local community but such able faculty members also attract other individuals who might not otherwise enroll. They also bring valuable experiences to the classroom that they have gained in their respective professions.

The division of continuing education of Meridian Junior College maintains a policy of open enrollment in its academic program. Although everyone is encouraged to register for credit, those with academic deficiencies or others who do not wish to meet entrance requirements are welcomed as audit students.

Such a policy serves two purposes. Those who cannot qualify for semester hours are free to take courses to equip themselves for a vocation. Others who have not been in school for a number of years are hesitant to enroll for credit but would like to sample the classroom atmosphere. In one semester they usually overcome these fears and enroll as full-fledged academic students.

A year ago we acquired information for use in counseling adults that enables us to assure them that they are capable of competing on an equal footing with younger students in our regular academic program. My predecessor, Dr. Roland C. Ulmer, published his dissertation, A Comparison of Classroom Achievement of Evening and Day Students in College Courses. His study which was based upon students enrolled at Meridian Junior College revealed that adult students usually achieve at a higher level than do college age students in evening classes. Thus, we are able to assure adults in the Meridian area that they are "never too old to learn" when they are considering futhering their education.

During the peak period of the middle 50's the academic phase of the continuing education program with an enrollment made up almost entirely of veterans never exceeded 300. In the years following there was a sharp decrease in enrollment. During the 1962-63 school year the figure had not only equaled this former peak but was in excess of 600.

Programs of continuing education are relatively new in our community. As such we continually carry on organized campaigns to promote interest. We utilize the local news media to keep the public informed of opportunities available, but we also keep it acquainted with the student body and its activities throughout the school year. For instance there was a feature story of the father and son who were enrolled in the same classes at the same time.

Then there was the lady who was accepted for enrollment in the college's evening classes after passing the General Education Development Tests and was elected to the State Legislature before her graduation. Such unusuals are common but many schools fail to take advantage of publicizing them and thus lose many valuable opportunities.

The division's high school study class designed for adults wishing to prepare for the General Education Development Tests has grown rapidly since its inauguration six years ago. In its experimental stage this class was organized primarily as a home study program with those enrolled reporting to the college at intervals for assignments. It was soon found that the regular classroom situation motivated this group to accomplish more. It is our belief that the college atmosphere itself contributes to helping those who enroll to maintain their interest. For example, it serves to partically remove any stigma they feel about having to return to school to complete their high school education, for by virtue of its location, they can tell all their friends they are attending the college. Results in this program have been more gratifying both from the standpoint of the success this group has had in earning the high school certificate of equivalency (current figures show that between 80 and 90 percent pass the examination successfully) and of the continued interest that has been shown in the program. Former students are by far our best salesmen. For the past three years the enrollment in every class has been at the maximum every semester. If I were asked the key to such a program, I would say, unhesitatingly, it is the instructor. There must be a rapport between him and his students, and this rapport must be established early in the semester or the more reluctant will soon drop out.

As it is currently organized, the high school study program offers intensive training in English, literature, math, and science covering the period of one semester, the student meeting the class six hours a week. Special instruction is also provided in reading techniques in keeping with the current format of the General Education Development Tests which are based to a large extent on good reading ability.

Even as in other programs, we have had our drop outs in our high school study course. As such, we continue to experiment in hopes of improvement. Beginning next September we plan to screen new students and divide them according to previous achievement. Special attention will be given to the problems of those who need more review and remedial work prior to taking the examination. As the situation warrants, individuals will be encouraged to continue for a second semester of study before taking the General Education Development Tests. Every precaution should be taken, for it is our belief that failure on this test may result in individuals being discouraged to the extent that they will never again take steps to remove their educational deficiencies.

Vocational and technical education has been interwoven as closely as is practical with the academic offerings. Technical programs such as electronics technology and data processing technology are offered for college credit and may be used as part of the program leading to an Associate in Arts Degree. Our electronics technology represents what we believe to be an ideal example of cooperation between a community college and a university. Because of our awareness of continuing education, we prefer not to look upon any program as being terminal. While our primary purpose in this field is to train electronic technicians, courses can be transferred to the university and applied towards a specialized bachelor of science degree in electronics. This was made possible by our working with the university in the preparation of our curriculum.

When adults enroll in these technologies they are encouraged but not required to take general education courses. In most cases they soon see the necessity of broadening their program without any undue insistance on the part of the college.

We have developed our vocational program so as to meet the needs of those who by and large have a limited educational background. As such, in most cases we do not offer semester hours credit for these courses. Our experience has been that adults come to us for retraining wishing to up-grade their present skills with little or no desire to accumulate credits towards a degree. Experimenting with the length of courses has led us to believe that it is often desirable to enroll these students for periods shorter than one semester with limited objectives assigned. In such areas as refrigeration, welding, and electricity, students may register for short courses and then re-enroll for more advanced instruction if they so desire.

Special non-credit courses provide our junior college with an opportunity for community service that is frequently over-looked. Recent years have seen a growing demand for such courses to be offered by our college to fulfill special needs for individual firms or organizations. While rendering this service, the school may also build invaluable good will for the future. For example, last January we were approached by a local tractor dealer requesting a developmental reading class for his employees. The manager of the firm stated that many of his mechanics going to special service schools did not profit fully from their training because they were unable to read and comprehend the increasingly technical material found in service manuals. Pre- and post- tests clearly indicated that those enrolled made excellent progress in improving their reading techniques. It is admitted that additional follow-up study would provide more conclusive information towards the worth of the course, but we were most gratified upon its completion to have the employees request a follow-up course in the near future. Other examples of such programs were a class in blueprint reading for structural iron workers employed by a local firm and a special sequence of courses offered to the Meridian chapter of the National Secretaries Association whose members were preparing for the Certified Professional Secretary Examination.

Meridian Junior College also provides a variety of community service programs usually considered avocational. Among those are sewing, interior decorating, bridge, knitting, antiques, driver training, ceramics, oil painting, and our special program for the ladies called "slimmin' the women." The city's Parks and Recreational Department now offers "slimmin' the women" under its new and, I dare say, improved title, slymnastics. Our policy has been to encourage other agencies to initiate such programs even though they are ordinarily included in our curriculum. Our usual procedure is to then drop them and proceed to develop other areas. We believe that if we have offered the leadership that has brought about the initiation of such programs, we have made a worthy contribution to the community even though they are no longer under our direct sponsorship.

These programs also provide an opportunity to better acquaint adults with the over-all program of continuing education. Frequently, adults who enroll for non-credit courses return for academic or vocational classes.

Even though we do not have an educational television station at our disposal, we have found many opportunities to advance continuing education programs through the local commercial outlet. In addition to presenting the usual discussion panels, we have on special occasions organized and presented cultural programs such as a recent one entitled "An Evening with Shakespeare." We not only used this opportunity to educate the community with regard to the literature and life of the bard, but we also involved members of the community not otherwise enrolled in school as participants in this program.

We have also experimented with local faculty in offering courses for college credit similar to those national programs such as the "Continental Classroom." We were pleasantly surprised to find that from our limited faculty we could create a real TV personality. Our school psychologist presented two courses: general and applied psychology. By the very fact that he was a local person, one whom his viewers frequently saw on the next street corner, he attracted an audience that exceeded by actual survey the audience in our area that followed the national programs of similar nature.

Four years ago the city of Meridian had no symphony orchestra. The division of continuing education decided to lend its resources to the promotion of one. A qualified conductor from a nearby senior college was employed to hold weekly rehearsals in hopes of building such an orchestra. The results were beyond our fondest expectations. Soon a surprisingly large number of old "fiddles" came out of their various closets, were dusted off, and their owners joined the embryo orchestra. Community interest grew. With the Division of Continuing Education taking the lead, a symphony society was organized and in the space of one year the Meridian Symphony made its debut. Although we readily admit that without a resulting interest of a large segment of the community, the Meridian Symphony would not have become a reality, the college believes that it played a significant role in bringing into being this new cultural asset. The conductor of the symphony is now a full-fledged member of the college faculty. Those aspiring to become members of the orchestra are invited to attend the weekly rehearsals and under special circumstances may enroll and receive college credit for orchestra.

For a number of years a nearby university has offered an educational program of third and fourth year academic courses for the citizens of the Meridian area. It was decided last September to more closely integrate this program with the Division of Continuing Education of the Meridian Junior College. In the re-organization the university established a Resident Center and the Director of Continuing Education was appointed as its coordinator. All classes are held on the campus of the college. Because the complete program of academic offerings is now under the general supervision of the same person, we have found that it has been possible to greatly increase the interest in these off-campus university courses. During the first year there was a 33 percent increase in enrollment.

The latest venture of the continuing education program is its assuming the responsibility for the operation of the local Manpower Developmental Training Program. This program has been organized in Meridian with a local supervisor directly responsible to the Director of Continuing Education. Even though the program is located off-campus such an organization has enabled us to provide the resources and know-how already available at the college to organize a sound educational program. Our new Manpower Center is still in its infancy but we were understandably flattered when a state official upon his first visit commented that our program was operating more efficiently in three days than had been the case with other programs after three weeks. We admit that it is far too early to judge our effectiveness in directing this new venture.

It is our ultimate aim in serving our community of 50,000 people that when any adult finds himself in need of education, regardless of the type, he will automatically turn to the Division of Continuing Education of Meridian Junior College for assistance. Again, I should like to emphasize that future developments at the local level are only limited by the imagination of those to whom the responsibilities for such programs have been given.

Gentlemen, the possibilities are unlimited.

* * *

SIGNIFICANT RESEARCH IN JUNIOR COLLEGE* ADULT EDUCATION

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It has been said that research findings cannot solve problems nor make decisions; it takes people to perform these tasks. It is perhaps reasonable to assume, however, that findings of sound research can furnish certain new insights which may, in turn, be suggestive of desirable solutions to real problems. My faith in this assumption has been shaken a bit, though not shattered, in the process of developing this paper. Apparently very few studies have been conducted with adults as subjects and Junior Colleges as experimental settings. (1:20) Moreover, where these criteria were satisfied, the research design employed often defied efforts to make broad application of findings. Consequently, the speaker has found it necessary to make extensive use of research other than that conducted within a Junior College Adult Education framework.

At the outset, our use of the term "Junior College Adult Education" should be made clear. This term was used to refer to all those educational programs (credit or non-credit, day or evening) designed especially for adults whose educational endeavors are part-time. Thus, included are programs which have been diversely referred to as "Extended Day Programs" or "Credit Programs for Adults" as well as those which have been called "Community Service Programs" or "Non-credit Programs for Adults." The critical listener will, however, detect a slight bias in favor of the Community Services or non-credit phase of the overall enterprise.

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*Junior College is used interchangeably with Community Junior College.

Those research findings which have been gleaned from the literature were organized around the following three questions: 1) To what extent are Junior Colleges in the United States and in the State of Florida fulfilling their adult education obligation? 2) What factorsor forces are associated with the fulfillment of this obligation? 3) How tenable are non-committal attitudes toward Junior College Adult Education voiced by some influentials?

I

It seems quite well understood that Community Junior Colleges were designed to and should ideally fulfill three major functions: 1) the general education or transfer function, 2) the vocational-technical or terminal function and 3) the adult services or continued education function. Thornton (27:59) after reviewing several positional statements, expanded this list of functions to include counseling and guidance for all students. By design, philosophy and statute, the Junior College is unequivocally obligated to function as an adult education agency. Are we, however, fulfilling this obligation to the extent envisioned by Boque (3:215) in his statement: "teach anyone, anywhere, anything at anytime whenever there are enough people interested in the program to justify the offering"? It appears that our answer to this question must generally be in the negative. It is true that several colleges are carrying on what appears to be vigorous adult education programs, but even many of these have a fix on the credit or transfer phase of the program.

Medsker (18:72) in his 1956 study of 342 (243 responded) two year colleges in 15 states revealed that 158 (88 percent) of the 179 public institutions offered programs for adults while only 18 (28 percent) of the 64 private institutions offered such services. Thornton (26:238) lifting data from the 1960 Junior College Directory, discovered an almost identical percentage for private institutions (28.6 percent), but a much lower percentage for public institutions of the nation (49.5 percent). Thornton's findings, in turn, compared somewhat more favorably with those of Martorana (16:329) who in 1948 found that 58.8 percent of the public junior colleges as compared to 26.3 percent of the private junior colleges have offerings for adults.

These data allow us to speak with some confidence concerning the portion of Junior Colleges across the country that are to some extent involved in adult education. They do not however, allow us to speak in qualitative terms. No indication has been given concerning the prominence or relative emphasis assumed by adult education. To secure such an indication, we now turn to the findings of Schroeder and Sapienza, (25:241-46) who, by analyzing data secured by Schultz in 1963 in his conduct of a nation-wide administrative need study, found that only 33 percent of the nation's Public Junior Colleges (333 responded) employed Adult Education Administrators. Moreover, it was found that three-fourth of these administrators were located in only five states (California - 34.9 percent, Florida - 11.9 percent, New York - 11.1 percent, Texas - 11.1 percent and Michigan - 6.3 percent.) In addition, a rather large portion of the administrative positions in question were apparently quite recently established. This notion was gleaned from the discovery that 41.3 percent of the Adult Education Administrators were the first to hold such positions at their respective institutions. In summary, relatively few Junior Colleges operate Adult Education Programs which require the services of a separate administrator. Moreover, such operations have appeared on the scene rather recently and are restricted largely to just a few states.

Turning now to Florida, we discover that, during the 1964-65 academic year, our 19 Community Junior Colleges served 28,619 different adults through their general adult education programs. Although this over-all figure seems impressive, it should be recognized that three-fourths of this enrollment was recorded by only four of the 19 colleges leaving three colleges with no adult enrollment and an additional three colleges with an enrollment of less than 100. (22) Additional data reveal that these 28,619 adults were enrolled in 47 different course types (for a total enrollment of 45,701) ranging from "Natural Science" to "Sewing" and from "Dramatic Arts" to "Cake Decorating." Lest we be deceived by this range, however, it should be pointed out that 68.3 percent of the enrollment was concentrated in only seven academic course areas (Reading, Literary and Elementary Education, English, Mathematics, Natural Science, Social Science, and Modern Foreign Languages) with an additional 17.9 percent concentrated in four areas (Art, Music, Education for Aging, and Public Affairs). Thus, a relatively small portion of the over-all enrollment (13.8 percent) was distributed over a relatively large portion of the course offerings (76.8 percent) --- offerings which are typically non-credit in nature. (2)

Although it may be said that Florida is more active in Junior College Adult Education than most states, such activity appears to be bound largely to the transfer credit tradition. It is apparent that we are still being contained by forces which prohibit the full realization of our adult education potential. The removal of such forces could result in the Junior Colleges becoming one of the most significant educational forms conceived by modern man. It thus becomes important for us to isolate some of the forces which tend to either inhibit or facilitate growth of the adult education enterprise.

Isolation of factors or forces associated with growth of the adult education enterprise in any kind of an agency setting is indeed a difficult task. These forces, diverse and entangled as they are, have escaped the systematic efforts of many a researcher. Carey, (5) in a study undertaken in 1957 through a $40,000 grant from the Fund for Adult Education, appears to have been more successful in his efforts to identify and untangle these forces than most. For this reason, we shall examine his findings in some depth in spite of the fact that they were generated within the framework of liberal adult education programs of universities and colleges rather than within adult education programs of junior colleges. We should recognize that our inferential leap to the Junior College setting does involve some risk, particularly when such a leap is made with reference to specific findings rather than over-all trends or tendencies.

In 1957, Carey (5) mailed questionnaires to 266 (from which 194 usuable responses were received) universities and colleges that held membership in NUEA and/or AUEC. In addition, site visits were made to study intensively 18 of these institutions. Subsequent analyses of data revealed that certain conditions (also called factors or forces) appeared to favor growth and development of liberal adult education. These conditions will now be discussed briefly.

Public Control

Public institutions were much more active than private institutions. Incidentally, Medsker and others also found this to be true in the case of Junior Colleges.

Separate Organization

Those divisions which were separately organized (full-time director and a separate budget) were more active than those not so organized. More of the institutions in the top three activity levels were not departmentally connected; whereas, all of the inactive institutions were connected to another department of the institution.

Guiding Principles

Those divisions which possessed a set of guiding principles defining their public, identifying institutional priorities and specifying appropriate curricula were more active than those void of such possessions. Findings also seemed to indicate that the development of such principles and objectives by institution-wide committees is also a positive component force.

Teaching staff with expressed duties to the division of adult education

Divisions with clearly identified staff, the appointment of which was to some extent controlled by the director, were more active than their counterparts. Moreover, a rather diversified staff consisting of community based personnel (so long as they did not constitute more than 50 percent of the total), joint appointments with academic departments and full-time adult education teachers appeared to be more conducive to activity than an over abundance of one type.

Older divisions

Older divisions were more active than younger divisions. It was also true however, that older divisions enjoyed more financial support and personnel than younger divisions.

Documentary recognition

Those institutions whose charters or policy statements made explicit mention of service to communities and adults therein were more likely to be active than those with no such explicit mention or services.

Flexibility of budget

Divisions which were regarded as either break-even or money-making organizations were generally those with limited offerings. In such divisions little experimentation was apparent and emphasis was placed on credit and vocational course offerings. Moreover, divisions which were privileged to make up deficits in their own programs, use surplus as they saw fit and maintain some "risk" capital were the more active divisions.

Positive attitude of president

Of the views conceptualized (income producing, public relations, same as other campus divisions, and missionary zeal), the "missionary zeal" view by a president seemed most conducive to activity while the "income producing" view appeared least conducive.

Positive attitudes of other division heads

A favorable attitude exhibited by other division heads was revealed as a positive factor, but one which, if lacking, could be compensated by a strong president and/or director.

Faculty culture

Where an identification with adult education on the part of faculty existed and some kind of systematic instruction for faculty was available, activity appeared to be enhanced.

Community support

General community support was found to be a positive force. Excessive influence by special interest groups was evidenced in some instances which, in turn, tended to result in rather limited offerings. This was unlikely to happen, however, with institutions having a tradition of independence and a director with a commitment to broad community service. Educational level of the target community, director's membership in community organizations and competition by other agencies in the community were also disclosed as positive in their relationship to program activity.

Career identification of the director

Directors who viewed their job as steps to something better in the system were unlikely to be concerned with offerings that carried little or no prestige value (non-credit courses). Moreover, it was found that those directors who had been on the job for more than ten years had frequently developed a non-innovative, inflexible orientation toward their adult education programs.

Director's frame of reference

Four types of directors were conceptualized:

1. The "scholar" whose reference group was generally the campus faculty or subject matter specialists.
2. The "social worker" who generally identified with the community to be served and with educator groups.
3. The "business man" who usually identified with the business world and thought in terms of products, buying and selling.
4. The "civil servant" who was interested more in traffic patterns, counting students and money concerns than in need satisfaction or content.

Of those identified, the "social worker" orientation seemed most conducive to broad and effective programming; conversely, the "civil servant" orientation seemed least conducive. The "business man" type appeared to also be effective if there was a fertile institutional tradition supporting him.

In an examination of these findings one is impressed with the apparent lack of mutual exclusiveness among factors identified. The very presence as well as the potential influence of many factors appeared to be a function of the presence of still other factors in the family. An hypothesis of interaction seems more feasible than one of independent action. The ingredients of "guiding principles" and "committed president" may blend to create an adequate Junior College Adult Program, but add to the mixture the ingredients of "flexible budgeting" and "committed director" and excellence may be achieved. Entangled, though the patterns of influence are, there does seem to be a single force which is more central and on which all others to some extent depend. This force may be referred to as a deep and abiding commitment to adult education by influentials of the institution and the community. If this be true, then the creation of a core of committed influentials becomes an important task. This, of course, frequently involves converting the non-commitant. To do this requires, among other things, a familiarity with the non-commitant's arguments and information concerning their validity.

II

Let us proceed then by identifying some of the "strawmen" presumed to be real by the non-commitant and subsequently expose them to be the "spark" of research findings.

The apathetic adult. It is frequently argued by the non-commitant that adult education is and will continue to be a marginal activity since the adult tends to resist and be generally disinterested in organized learning.

The findings of numerous participation studies (4,6, 11, 13, 31) tend to support the claim that a sizeable segment of our adult population does in fact resist involvement in organized learning, at least in its present form. By the same token, there are apparently a large number who either have managed to overcome their resistance or had no such resistance to start with. A comprehensive national survey involving a probability sample of 13,293 households and 23,950 adults conducted by the National Opinion Research Center in 1961-62 revealed that more than one adult in five (an estimated 25 million) participate in some type (full-time - 2.3 percent, part-time - 15 percent, and independent study - 7.9 percent) of continuing education during the course of a single year. Moreover, it was revealed that 61 percent of the adults involved themselves in such education at least once after leaving school and one in six involved themselves three or more times since leaving school.

We do not mean to suggest that this rather large participating body is the exclusive concern of the Junior College. Quite the contrary, there is a large number of agencies which apparently play an active role in adult education. Only 21 percent of the courses reported by participants of the NORC Study were sponsored by universities and colleges. The remainder were sponsored by such agencies as churches and synagogues - 21 percent, community organizations - 15 percent, business and industries - 12 percent, elementary and high schools - 12 percent, private schools - 7 percent, Government - 7 percent, Armed Forces - 4 percent, and other - 2 percent. It was suggested, however, that the college or university setting was a particularly important setting for males who had completed at least high school. The status afforded by attending an institution of higher learning appears to be an important factor for some potential participants. (11:61)

As suggested earlier, we cannot fully refute the argument that adults resist organized learning --- some apparently do resist. It has often been said that those adults who most need education are those who resist it most. The older adult as well as those with low paying jobs and low levels of education "shade" the school room door with relative infrequence. Johnstone and Rivera (11:6) found for instance, that 29 percent of the adults in their twenties participate while only four percent of the adults over 70 participate. Moreover, 47 percent of those adults who had completed at least 16 years of formal schooling participate while only four percent with no formal schooling do so. According to Johnstone and Rivera, (11:7) "a person who had been to college, who worked in a white-collar occupation, and who made more than $7,000 a year was about six times more likely to have been engaged in learning pursuits during the previous year than a person who had never gone beyond grade school, who worked in a blue-collar occupation and whose family income was less than $4,000 a year." Residence and family status also appear to be related to participation. The urban dweller is more likely to participate than his rural brother and the suburban dweller is more likely to participate than the "central city" dweller. Moreover, a father is more likely to participate than a non-father. Conversely a non-mother is more likely to participate than a mother.

We now turn to the related argument that adults are disinterested in organized learning. This argument appears to be even less supportable than the "resistance" argument. Interests may alter and become somewhat more limited with age, but they appear no less intense. It may be argued that interests exhibited by adults are in fact generally more intense than those exhibited by youth simply because those of the former more frequently emerge from real-life problematic situations. The alterations which do occur are generally manifested by a movement away from tasks of a vocational nature and those requiring physical power and toward tasks of a leisure time nature and those requiring limited physical power.

Interests also appear to fluctuate as a function of sex and socio-economic status. Men of all ages are more vocationally oriented than women who are, in turn, more interested in family life, leisure time, human relationships, and escaping from the daily routine. Finally, adults of lower socio-economic levels are more likely to be vocationally oriented than those of the higher levels. (11:11-12)

Thus, it appears, rather than to argue that adult education will remain marginal because adults resist and are disinterested in organized learning, one might argue that the adult education enterprise is at present large and may become much larger if existing agencies but seek and find new ways of overcoming existing sources of resistance and new ways of satisfying distinct interests of non-participating segments of the adult population. Obstacles to participation most frequently voiced by the non-participant are financial, busy schedule, and lack of energy at the end of the day. More women than men find it difficult to get away from home. More younger adults and adults of lower socio-economic status refer to money as an obstacle than do older adults and adults of higher socio-economic status. Finally, older adults more frequently expound reasons of a personal nature such as "to take courses is childish" or "I'm too old to learn." (11:17)

Dilution of Academic Standards. The traditionalist may argue that courses taught in the evening to adults are "watered down" to the extend of casting a negative reflection on the academic status of an institution. To test this argument, we may turn to the conditions which are presumed to be casually linked to this so-called "watering down" process: 1) age related decline in mental ability, and 2) lower mental ability and achievement of evening students as compared to day students.

There have been studies designed in this century to determine the relationship between age and mental ability. Although findings revealed have at times been contradictory, there appears to be ample support for the conclusion that the human organism can continue to learn effectively throughout life. Findings which do not support this conclusion appear to be more a function of variables other than chronological age.

One such variable is reaction speed. Studies such as those designed by Thorndike (26) and Jones and Conrad (12) in which timed instruments and exercises were utilized generally reveal declination with age. This is to be expected for it has been widely understood since the early experiments of Galton (9) that reaction speed and its corollaries, visual and auditory acuity, do in fact decline with the passing year. This is not to suggest, however, that basic ability to learn necessarily declines. The importance of reaction speed as a confounding variable was brought into sharp focus by Lorge, (15) who, after equating various age groups with reference to power intelligence (by use of an instrument which allows the individual all the time necessary for completion), administered to these groups several speed tests. He discovered that although power test scores were similar, speed test scores on the average were much lower for less youthful groups. Subsequently, correction factors for speed were computed and applied to the findings of Jones and Conrad which, in turn, erased all differences they found between age groups.

In addition to speed, composition of the measuring device also appears to be an important qualifying factor. Perceptual tasks of all kinds show the greatest decrement with age, motor tasks show little or no decrement up to age 60 and verbal tasks generally reveal an increased performance with age. Moreover, meaningful, and sensical tasks congruent with habits generally favor the adult performer; while, meaningless, nonsensical tasks incongruent with habits favor the more youthful performer. (24,29)

Still a third confounding factor is that of experiential background, the most notable of which is, "years of formal education."

Performance on intelligence tests have generally been found to correlate (usually in excess of .60) quite highly with years of formal education. Therefore, in an uncontrolled situation, one might expect older persons in our society to receive lower scores on such tests than younger persons since they on the average have fewer years of formal education in their background. Tuddenham (28) alludes to this expectation in his interpretative statement that: "the present population is superior in mental tests performance to the population of a generation ago, and that a large proportion of the superiority is a consequence of more, better education for more people." Reasons for this apparent influence of education is not all together clear. Kuhlen (14:31) suggests the following rationale: "In its broadest aspect, set or expectancy to learn may be a matter of long standing habit, that is, the better educated subject has learned how to learn and has a set or expectancy to approach novel stimulus situations with a strategy in mind." Owens (23) sought to exert some control over the educational factor as well as other background factors by designing a longitudinal type study. A group of Iowa State College freshmen were given the Army Alpha test in 1919 and again in 1949. A comparison of 127 matched scores revealed a significant increase in scores on five of the eight subtests and no difference relative to the remaining three.

Still other variables that may be much more significant than age itself as predictors of learning ability are: the occurrance of diseases (cerebrovascular or cardiovascular), motivation, and cultural background. (24:40)

In summary, there appears to be little support for the argument that age alone brings about a decline in learning ability. Kuhlen (14:39) expresses this sentiment well in his statement that: "The evidence which has been accumulated on both animal and human learning suggests that age changes in primary ability to learn are small under most circumstances. When significant age differences in learning appear, they seem more readily attributable to processes of perception, set, attention, motivation and the physiological state of the organism, including that of disease."

Our concern with the complementary argument that evening students are of lower mental ability and achievement than day students, leads us to the more specifically oriented research of Chapman and Ulmer. Chapman (7:48-49) in his study of part-time students enrolled in the public schools of Contra Costa County, California, found that the ACE score mean (103.5) of part-time students was higher than that exhibited by either the full-time student (100.2) or the high school norm group (91.3). Ulmer, (20:47-48) though also concerned with differences in mental ability, was primarily interested in determining the existence of any achievement differential between the day and evening students of Meridian Mississippi Municipal Junior College in 1964. His sample consisted of 53 evening students and 145 day students enrolled in six courses, each of which was taught day and evening by the same teacher. Both standardized and teacher-made tests were administered at the beginning and again at the conclusion of the courses. Data thus collected revealed that evening students achieved as well as, if not better than, day students. Moreover, evening students made more consistent gains throughout a semester than did day students. Finally, old students achieved at a considerably higher level than did younger students and irrespective of ability possessed the highest achievement scores (difference between pre and post test scores) in the study.

In face of the evidence presented, it appears feasible to suggest that those who wish to continue their argument that evening courses are "watered down" will have to find rationale other than the existence of a decline in ability and achievement with age.

Unity of Purpose and Procedure

It has been argued that the purposes of education are the same for all generations young and old alike; therefore, no special offerings need be provided for adults. Moreover, it has been argued that people of all ages learn the same way; therefore, no special teaching procedures or approaches need be designed for adults.

There seems little point in opposing the argument that there are some basic needs manifested by all in our society and that these should be reflected in the purposes of education at all levels. Needs such as physical, safety, love and belongingness, self-esteem and self-actualization (17) are generally accepted as universal. It does not follow, however, that the nature of the educational experience should be the same for all. These basic needs manifest themselves differently (as interests) among individuals of different age groups as functions of changes in physical potential, psychic processes and societal expectations. This concept of continuous development and differentiation has been given considerable attention by such authors as Erickson (8), Neugarten (21), and Havighurst (10). The latter suggests that man moves through six successive stages (three in adult years) each one of which is characterized by a distinct set of developmental tasks which the individual must, in turn, perform satisfactorily if happiness is to result. Thus as tasks emerge, different kinds of skills and compentencies become central to the individual -- skills and competencies which must be reflected in the changing purposes of educational programs designed for him.

The argument for unity of procedure for students of all ages offers a challenge equal to that offered by the argument for unity of purpose. Here again, it does not seem reasonable to suggest that learning in theory and principle is any different for adults than for youth. It does appear defensible to suggest, however, that a difference should occur when these basic principles are applied as educational procedures. Support for this argument rests in the knowledge that adults differ from youth in several distinct ways and that these differences often constitute potential obstacles to learning -- obstacles which, in turn, may be presented or overcome by using planning and teaching procedures typically not employed by child-hood educators.

We have suggested earlier that physical changes do occur as one moves into and through adulthood. Reaction speed generally starts declining slowly between the ages of 30 to 40 and more rapidly thereafter. Auditory acuity reaches its peak between ages 10 and 14. Moreover, women lose acuity for low tones more rapidly than they do for high tones and for men this tendency is reversed. Visual acuity reaches a maximum generally in the late teens or early 20's declining slowly to age 40 and quite rapidly thereafter. (9)

Self-underestimation of power and wisdom may also constitute a potential obstacle to adult learning. Many adults have internalized society's stereotype of them -- "that they are old dogs and cannot learn new tricks." Frequently, this general tendency to degrade themselves as learners is linked to some unpleasant experience with learning during the formative years.

The adult generally possesses a greater fund of experience than his youthful counterpart. These experiences through repeated practice and reinforcement may be systematized to the point of making reorganization requisite to the assimilation of new experiences difficult. (14, 15, 21) More time and a different sequence of events may be necessary to facilitate the adult in his efforts to discern positive relationship between that which is known and that which is to be learned. Children are collecting experience and forming attitudes and values; whereas, adults must manipulate those they have to comply with the new learning situation.

Adulthood may also bring with it an increase in the volume of roles to be played. The typical middle class adult in our society may simultaneously be trying to fulfill the role expectations of a husband, bank executive, country club member, church deacon, and student. Under such conditions, the amount of energy available for student role fulfillment is often quite limited. The situation may be complicated even further by the presence of conflict among the expectations of different roles. While an employer may be urging an adult to attend an evening course in which regular attendance is expected, his wife and children may be pleading with him to stay home. In such a situation, there appears to be no correct answer. When, out of necessity, a decision is finally made, however, an element of doubt is generally carried with it. Still another potential learning obstacle prevelent among adults may be termed "Status Interference" -- the phenomena whereby status or lack of status in the performance of one role interferes with the performance of another role. Thus, a medical doctor enrolled in an evening course may resist involvement in discussion out of a fear of losing status secured in the performance of his occupational role. Also consider the low status adult student who feels inadequate in the presence of a teacher and other students who he perceives as having more status than himself.

It is also recognized that the adult may have acquired the necessary learning skills earlier in life, but has since allowed them to fade through disuse. (29) Consequently, he may perform less well initially than one who has been using his formal learning skills continuously since their acquisition. Frequently, the adult who returns to the classroom is expected to rapidly cultivate (learn) large amounts of soil (subject matter) with rusty tools (skills).

To prevent or overcome the obstacles suggested above would, it seems, require procedures quite different than those customarily employed in the day program. Thus we find it as difficult to accept the "unity of procedure" argument as it was to accept the "unity of purpose" argument.

Financial Drain

The non-commitant may argue that expenditures on adult education programs will further limit an already limited supply of financial resources for the day program. Implied in this argument is the notion that the status and future of a junior college depends primarily on the quality and quantity of its transfer program and that the education of youth is a more important function than the education of adults.

First of all, there seems to be at least anecdotal support for the counter position that a vigorous community service program may actually enhance rather than drain the financial resources of an institution. This position was aptly put by one of the administrators interviewed by Carey: (5:81)

> One of our trustees once said that the public relations value of the community college was very great. I think it is good, too. When the Chancellor goes and makes speeches asking the community to raise a couple of hundred thousand dollars for the university, his chances are a lot better if people know that we are giving them this kind of service.

Secondly, one may argue quite as effectively, that the real future and status of a junior college rests with non-discriminative fulfillment of all three of its functions, including adult education. Even the most "cloudy forecasts" appear to include the prospect of some "sun" for adult education in the future. Johnstone and Rivera (11:19-20) predict that "while the population as a whole will grow by 33 percent over the next two decades, the adults under 35 will in all probability increase by 70 percent." Similarly, our population by 1982 will include 64 percent more adults who have been to college and 59 percent more who have been to high school. These figures become significant when one considers that the young adult who is better educated (particularly positive in its relationship to participation in college adult education) is precisely the one who is more likely to become involved in continuing education. A conservative estimate is that by 1982 there will be 30,000,000 adult education participants -- an increase of 50 percent over 1962 participation figures.

Finally, the assumption that youth education is a more vital function to society than adult education is being re-examined by many. It is being argued that adults in our society still make the decisions which result in either progress or stagnation. Moreover, the apparent link between the educational level and aspiration of parents and those of their children is becoming increasingly recognized. It appears that like begets like and that negativism toward education among many segments of our society will continue to be a generation to generation liability unless the cycle is broken at the adult stage.

We are not able to accept the "Financial Drain" arguments of the non-commitant, particularly if such arguments start with the premise that adult education is relatively unimportant and will remain so. If such a drain is inevitable (which is unlikely) to assure that adult education receives its rightful position in the Junior College movement, then this speaker feels it justified.

III

In summary, it may be said that adult education enjoys but marginal status in most junior colleges and that perhaps the most desirable way of overcoming such status is to secure a core of committed influentials. Such a task, difficult though it may be, appears to be allied with the strong arms of logic and research.

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RAISING OUR SIGHTS - POSSIBILITIES IN CONTINUING EDUCATION

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Presented by Willis LaVire
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The January, 1966, "Quarterly" of the Carnegie Corporation of New York includes an article on "Adults as Students: Volunteers for Learning." Most of the article concerns itself with comments about a recent research study conducted by the National Opinion Research Center under a Carnegie grant. The results of the study are compiled in a $12.50 volume, "Volunteers for Learning" by John W. C. Johnstone and Ramon J. Rivera, and published by the Aldine Publishing Co~~mpany of~~ Chicago.

May I quote two or three conclusions: "The major emphasis in adult learning is on the practical rather than the academic; on the applied rather than the theoretical; and on skills rather than on knowledge or information."

"The typical adult student today is young, urban and fairly well-educated, and this is exactly the type of person who will be around in greatly increased numbers in the very near future."

"Approximately twenty-five million American adults, or better than one in five, are engaged in some sort of systematic effort to acquire new knowledge, information or skills - in short, adult education." -- but interestingly enough, only one adult in two will study in a regular school system.

"Perhaps the most critical challenge to the adult educators of the future is that the segment of the population which may realize the greatest increment of free time in an age of automation is, on the one hand, the least well-prepared to handle it, and on the other, the least likely to turn to continuing education to develop and expand its spare-time interests."

I believe that we, as junior college educators, must be aware of and familiar with that research which defines for us the present status of continuing education if we are to raise our sights in order to meet tomorrow's challenges. A careful analysis of what we are or are not doing as compared with what the indicated needs of the community really are, could be most revealing and rather shattering to our complacent attitudes.

Adult education in far too many instances has lacked the vigor and imagination so essential for a program of continuing education which offers to the community every opportunity to grow culturally, occupationally, and socially.

What causes this barrenness in an area of education which should be sparkling with creativity, innovation and vision? Perhaps we should run an analysis on our anemia in order to obtain a prescription which will effect a cure.

I would like to mention a few items which I believe contribute to the weaknesses of our present continuing education programs, and which must be corrected if we, as educators, are to fulfill our heavy responsibilities to the adults of the community. We say in our catalogs and brochures that we provide an educational opportunity to both youth and adults. Do we really do this - or have we tended to provide courses which are traditional, outmoded, and which offer little to today's adult? Let's look at a few of our deficiencies and see what we can do about them. Let's see if we can raise our sights beyond the horizon of tradition and obsolescence.

Deficiency: Conflict between administration of adult programs in high schools, junior colleges, state colleges, state universities, and private institutions.

This, to me, is the most serious problem we have, and contributes greatly to the weakness of so many of our programs. This vested interest selfishness dissipates our resources, both economic and physical, and causes us to appear foolish to ourselves, to one another, and most important of all, to the adults who we should be serving.

There is nothing to justify any continuance of this conflict. The tremendous demands which will be placed upon us to serve the growing number of adults will tax all of our resources to the limit. We can no longer afford the luxury of unnecessary duplication of courses, or the absurdity of secrecy and unilateral action.

It's about time that we grow up professionally -- that we mature as individuals and as a group -- and through this maturity learn to cooperate as individuals and as educational institutions. If there is more than one educational institution in a community offering courses in continuing education, every effort should be made to bring about a coordinated effort with respect to the scheduling of classes. Unilateral scheduling causes duplication which too often results in small, ineffective, costly classes. Prior discussions between the administrators can build programs based upon institutional strengths, rather than to permit selfishness and ignorance to create weaknesses which drain the resources of the institution. I would recommend strongly the establishment of a working agreement among the educational institutions whereby the administrators of the continuing education programs were required to communicate and to avoid unjustified duplication of effort. This is especially important for the public tax supported institutions. No administrator can condone the vested interest competition, so prevalent in many communities, between the high schools, junior colleges, state colleges and state universities. The entire concept is foolish and absurd, and wasteful in theextreme.

"Let's raise our sights through cooperation and joint effort."

Deficiency: Tunnel vision - administrative determination of course offerings - continuance of the tried and true.

Far too many class schedules describing the continuing education offerings are repeats of what has been offered for many years. I have seen this in communities throughout the United States and it exemplifies the lack of vision on the part of many adult education administrators. It is so much easier to simply schedule the same classes in citizenship, English, folk dancing, basket weaving, and a series of travelogues, than to attempt to find out what is really needed. It is also much safer, for there can be little criticism from the community if the community isn't aware of what could be. Once a community becomes aware of the potential of an alive, aggressive, rich, continuing education program, the administrator is going to have to work day and night to fulfill the demands of the adult community.

Today's adult is much more demanding in his desires for educational opportunity. He has more time, he sees more reasons to improve himself, he will travel more - here and abroad, he will participate more in community activities, he will become increasingly interested in the cultural side of life. These realities and potentials require the continuing education programs to undergo continuous evaluation - semester by semester - by educator and layman alike.

I would recommend strongly the formation of a lay advisory committee, representative of all facets of the community, to advise and work with the administrator of the adult education program. Such a committee of citizens would be invaluable as an evaluative body concerned with the improvement of the adult community - occupationally, socially, and culturally. Present course offerings would be criticized with resultant modifications or even deletions. New offerings would be recommended on a short or long term basis. Naturally, the actual decision would have to be made by the administrator since in no case should such a committee be more than advisory.

"Let's raise our sights through the resources available to us from the lay citizens of the community." We need their advice to help us develop our vision and creativity. Without the knowledge of their wishes and needs, we will operate in a vacuum - and this is too often the case. Paternalism is not acceptable - least of all in a program of continuing education.

Deficiency: Emphasis on classes for credit.

Credit and not-for-credit classes are both important in any good adult education program. If we are to truly serve the adult community we cannot limit our course offerings to credit classes. Most adults are not interested in credit, but rather in having the opportunity to grow. So often we confuse our objectives and conclude that the only course of college grade is one of high standards accompanied by a specific number of college units. This is an absurdity if you are thinking about a broad program of continuing education for the adults of the community.

Classes for no credit may be of any length - from a few sessions to a full semester. They are designed to fulfill a specific function and are generally scheduled only after there has been a request from a justifiable community source. Usually these classes are the best taught for the elimination of credit removes the "captive audience" connotation. The teacher must be outstanding or the class will fail.

I would recommend strongly that our continuation programs offer a mix of credit and not-for-credit classes -- all designed to serve the particular needs of the community concerned. The possibilities of this type of broad course offerings with no set ideas or traditions are tremendous. Joint effort by institutions, advice from a lay advisory committee, and vision from the professional educators can together provide a wealth of educational opportunities for the adults. To accomplish this, the institution must stop worrying about credit or not-for-credit classes. Instead, an attitude of what is best for the adult must take precedence. The respectability of credit classes over not-for-credit classes is as outmoded as the horse and buggy and it's about time we realized it - if we are to raise our sights towards a richer continuing education program.

Deficiency: Scheduling classes for adults only during the evening hours.

A continuing education program for adults should be scheduled from 8:00 a.m. to 10:00 p.m. if the adults are to be served. Certainly no one can sanctify the hours from 7:00 p.m. to 10:00 p.m. as the only hours which are acceptable. Housewives, retired people, widows, widowers, and others who have free daytime hours will crowd the adult classes when scheduled throughout the day.

Naturally, the regular daytime college credit courses will take care of those students who wish credit. However, a much larger percentage of these adults will wish to enroll in not-for-credit classes. In order to accomplish this type of daytime scheduling, it is advantageous to have a separate adult center where the adults can be housed conveniently and with little confusion or conflict with the regular college program. If possible, the adult center should be located in the heart of the community in order to be easily accessible to the older person.

As we have increasing numbers of older people and of people who are retiring at earlier ages, we must acknowledge our responsibilities to these people in the form of educational offerings which are stimulating and which are accessible as to location and time.

The possibilities in this area of effort are just being realized in a few of the more enlightened communities. We cannot afford in today's technical society to have our adults rendered obsolete - occupationally, socially or culturally. Our sights must be raised to meet this challenge before we have wasted much more time. The adult center will become, I'm convinced, one of the most important aspects of tomorrow's society. It will complement the regular junior college campus and make the college truly a comprehensive institution - much more able to meet its objectives.

Deficiency: Lack of finances for continuing education - especially for not-for-credit classes.

It is indeed a strange paradox to emphasize the need for adult education for tomorrow's society and at the same time withhold financial aid for such programs.

All taxing authorities - local, state, and federal must come to some conclusion as to how best our adults can realize their potentials if they are to continue to contribute rather than to simply consume.

States which refuse to support adult education financially are short changing their future. Local communities which educate only the youngster through the first two years of college are in danger of steady deterioration. The youth will leave because the town is dead and the speed of such action steadily increases.

Culturally, socially, and economically we cannot afford this refusal to support adult education. Increased leisure time demands increased adult participation in a range of activities - political, social, cultural, recreational and civic. Such participation requires new abilities, new skills, new attitudes. No society can afford not to establish a climate of learning where the potentials of the adults may be realized. This age group, 30-60, controls most of the community activities and is undoubtedly the power structure. A community to grow must then be sure that these key people are kept up to date with today's modern technologies, with today's social conflicts, with today's political and economic conflicts. Failure to keep up to date results in growing ignorance and obsolescence and leads to narrowness and finally to bigotry. Many adults fear the rapidity of today's changing social, economic and political climate, and would prefer to return to yesterday. This fear is too often being translated into arbitrary thinking and rash actions.

Knowledge of what is and of what may happen in our society is fundamental to stability and progress. It is most interesting to note that our major businesses and industries are deeply concerned about this problem and are committed to educational programs which go far beyond occupational training.

Let's then raise our sights to what is needed -- let's cooperate rather than antagonize one another -- let's seek the advice of the lay citizens as to what is needed -- let's offer classes for adults for credit and not-for-credit, day and evening, on campus and off campus. Let's agree that we are community minded -- student-centered institutions, dedicated to offering educational opportunities to both the youth and and adults of our community.

* * *

FINANCIAL RESOURCES -- FEDERAL, STATE, LOCAL

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Any consideration of financial resources -- the How in continuing education -- must of necessity take into consideration the Why and the What of continuing education. These items, I'm sure, have been well covered by your speakers during the past two days, but all are so interrelated that I must preface my remarks on finance with several comments on the WHY and the WHAT of continuing education.

Who should finance continuing education is a question faced by all agencies. It is answered in a variety of ways as determined by policy and by expediencies. The ease of providing adequate financing for any program depends as much on how the activity is perceived and valued by the public as it does upon any objective appraisal of its effects.

As we consider the financing of continuing education in public junior colleges, we should recognize that the perception of, and the values placed upon, continuing education are changing dramatically. Our country has long been committed deeply to tax-supported public schools -- open and also free to all people. The age limits often found in early state constitutions and laws represented a then-prevailing concept of public education. As the need for continuing and adult education has become evident, local and state school authorities have added education for adults as a part of the education system; but, as usual, legal changes including both permissive legislation and mandatory support for continuing education, have lagged behind public sentiment. Nonetheless, beginning after the turn of the century, state after state liberalized laws regarding the provision of adult education. The demand for funds created by the rapid increase in elementary and secondary enrollments during the 1950's and in college enrollments during the fifties and sixties temporarily slowed down this trend toward tax-supported continuing education.

Without reviewing educational history in detail, we can say safely that public adult education represents a part of the long term trend toward an upward extension of the principle of free public education. As adult and continuing education is accepted as a part of the total public education system, policies regarding its support can be made in accord with the prevailing philosophy of finance. In this framework support for continuing education should come from essentially the same sources and in the same proportions as for elementary, secondary and junior college education. A few states already have made continuing education an integral part of the total responsibility of public schools. In these states aid for certain aspects of continuing education is a part of the foundation program for the support of all public education.

In spite of these long term trends, continuing and adult education since its inception has been, and to a great extent still is, a marginal program within the total system of public education. Some evidence of the marginality is seen in the legal status of continuing education. Another evidence of marginality is found in the pressure of economy-minded interest groups which is especially severe upon adult courses.

In spite of this marginality of continuing education in the total structure of public education, there is at the same time evidence that sweeping changes are taking place in the public attitude toward continuing education. More and more it is being recognized as an integral part of public education and not only as desirable, but necessary to the well-being of our society.

President Kennedy expressed this change when he said, "We must recognize that a free society today demands that we keep on learning or face the threat of national deterioration. We must educate people today for a future in which the choices to be faced cannot be anticipated by even the wisest now among us."

Thomas D. Bailey, former Florida State Superintendent of Education, expressed the same idea by stating, "In the light of the world situation in which we find ourselves today, we must recognize that a few years of education confined to youth are not enough. In the final analysis it is on the adult level that education faces its greatest challenge -- that of equipping people not merely to keep abreast of the rapid change which threatens to engulf them, but to give intelligent and orderly direction to this change."

The nature and scope of continuing education is as wide and as varied as the needs and interest of the people it serves. It may range from the application of agricultural science to the understanding of international affairs; from vocational training to management relations; from basic literacy courses to advanced graduate work. Whatever the interest or need, adults are looking more and more to continuing education as the means of solving their problems and building their futures individually, and our nation is looking more and more to continuing education as an instrument of national survival.

From this background of WHY and WHAT, let us turn now to the HOW -- to the financing of programs of continuing education. The support of continuing education comes from four main sources -- fees, local taxes, state aid, and federal aid. It is a challenge to the administrator of the program of continuing education to develop that pattern of support which will give the best possible program for his community, realizing that the pattern of support is a primary determinant of the nature, scope and size of the program.

According to a recent U. S. Office of Education study, fees bear about 20 percent of the cost of public programs of continuing education. As an issue, fees evoke a wide variety of opinion -- even among educators. Proponents of tuition fees cite that this procedure is widely practiced and accepted; that it provides money in an amount directly related to the education that is being offered; that it also satisfies the requirement of having the participant make a contribution and thus engage himself in this additional manner. Furthermore, since adults are able to pay for education, this is an understandable and acceptable requirement for the participant. Others say that more efficient use of tax resources is imperative, and that fees deter the possibility of spreading one's resources too thinly and undermining free, public education.

Where fees are charged, however, the characteristics of both the clientele and the program are considerably affected. The effect of charging fees is seen to make it more difficult to reach adults in the lower economic and educational levels, those most in need of educational opportunities. Any rationale for charging fees for general adult education courses is as vulnerable philosophically, sociologically and economically as would be a proposal to charge tuition for children in elementary school because the program of adult education stems from the same imperative social reasons that justify free public education for children and youth. Furthermore, as continuing education programs become more diversified and community service oriented, it becomes difficult, if not impossible to administer a fee-charging program. Robert A. Luke, Executive Director of NAPSAE, states emphatically that, "The hard core of adult education activities cannot be supported out of fees. The mayor is not going to pay a fee for consultation on enriching the educational potential of a community conference on housing. Individuals are going to look at a televised course in learning to read the English Language, whether or not they pay for it. It would be absurd to think of attaching a price tag to neighborhood conferences on education. By imposing a fee on adult students wishing to complete elementary or secondary education, or on a wage earner seeking to upgrade his vocational skills, the very ones most in need may be denied an opportunity. The adult educational service program of the school must be adequately supported and staffed out of public funds if it is to do all that is required of it."

A second major source of support for programs of continuing education is local tax funds. With local funds a community can develop its own program limited only by its vision and resources. Since local funds usually are not subject to state regulations except in general ways, they can be used for special activities for which outside money may not be available. Typically, however, communities and colleges depending heavily upon local funds with a minimum of outside assistance have rather limited programs of continuing education. It is unfortunate, but too often true, that those who make financial decisions at the local level place adult and continuing education at the very periphery of the public education program and subscribe to the theory that "we can't afford it, so let fees support it." Substantial local support is desirable in that, theoretically at least, it indicates greater local interest and participation. In fact, however, antiquated tax systems in times of rising costs and a growing population in elementary and secondary schools leave too many local districts without adequate funds for elementary and secondary education. Since most citizens would be reluctant to vote taxes for adult education until the needs of children are met, most communities do not depend upon local taxes for major support of continuing education programs.

A third source of support for programs of continuing education is state aid. In community colleges, state support is normally available for college credit courses offered to adults on the same basis as for such courses offered to young people. However, fewer than a dozen states in this country provide any liberal aid for general adult education which would encourage the offering of non-credit courses, workshops, institutes, and other continuing education programs geared specifically to the needs of the community.

State aid exerts a powerful influence on continuing education, not only because of the amount of funds involved, but also because of the regulations which usually accompany it. While there are sizeable variations from state to state, too often regulations relating to the following items must be met if a college is to have its activities approved and be reimbursed:

1. Subject matter content. In some states, formal course outlines have to be filed with the state department of education.
2. Types of activities. Often classes are the only acceptable forms of "instruction."
3. Certification of leadership. Certification regulations often are patterned after those required of teachers in elementary and secondary schools.
4. Minimum age of participants.
5. Occupation of enrollees.
6. Length of course, class periods, season, time of day, or other factors.
7. Systematic report forms often are required.

In spite of such regulations, communities located in states offering considerable state aid typically enroll three times as many adults in continuing education activities as do communities in states without such aid.

Perhaps the greatest new opportunities for the development of continuing education programs come from the funds available through the multitude of new and expanded federal acts supporting education at all levels. In the brief span of three years, from 1963 to 1965, federal educational programs erupted from relatively small programs -- created mainly by such programs as the Land Grant College Act, the various acts for vocational education, the program of aid for federally impacted areas, and the National Defense Education Act of 1958 -- to huge programs touching upon practically all levels of education and a wide range of types of programs at each level. The magnitude of change in federal involvement in education is vividly pointed out by a few statistical references. In fiscal 1964 the total funds appropriated for education to all federal agencies -- including the Department of Defense, the National Aeronautic and Space Administration, the Atomic Energy Commission, the U. S. Office of Education, and many others -- came to $4.5 billion dollars. In the fiscal year 1965 they rose to about $6.3 billion. In fiscal year 1966 total federal funds for education amounted to $8.7 billion dollars, nearly a two-fold increase since 1964. The major increase in these funds has been made to the U. S. Office of Education. In fiscal 1964, appropriations to the Office were about $700 million. They reached $1.5 billion in fiscal 1965, and about $3 billion in fiscal 1966 -- more than a four-fold increase in three years.

While these figures are for all types of federal aid to education, the aid available for programs of continuing education has increased at an equal rate. In the time allotted for this topic, it will be possible to mention only a few of the many sources of federal aid which may be available for continuing education and to discuss just one of these sources as examples of the interest and involvement of the federal government in continuing education.

Authorization	Purpose set for available funds	For more information
Public Law 87-415	The Manpower Development and Training Act, as amended, provides for adult vocational education, as well as basic education, programs to prepare certain individuals for vocational education. Matching grants are provided to state vocational education agencies.	Division of Vocational and Technical Education, U. S. Office of Education, Washington, D. C.
Departmental Regulation	Financial assistance to provide adult education to Indians is available in locations adjacent to federal reservations	Bureau of Land Management, Department of the Interior, Washington, D. C.
Departmental Regulation	Textbooks are available for foreign-born persons who desire to prepare for United States Citizenship.	Immigration & Naturalization Service, Department of Justice, Washington, D. C.
Departmental Regulation	A complete teaching-taxes program is available for adult education classes	Internal Revenue Service, Department of the Treasury, Washington, D. C.
Departmental Regulation	Adult science education developmental projects may be obtained in a variety of subjects.	Division of Scientific Personnel and Education, National Science Foundation Washington, D. C.
Departmental Regulation	Grants are available to local public schools to support civil defense education programs	Office of Field Services, U. S. Office of Education, Washington, D. C.

Authorization	Purpose set for available funds	For more information
Public Law 88-452 Title II	Public junior colleges may participate in and benefit from local War on Poverty programs by sharing in local grants.	Community Action Program -- Office of Economic Opportunity, Washington, D.C.
Public Law 88-452 Title II-B	Adult basic education programs can be supported by grants to states as part of the War on Poverty. Special emphasis is given to individuals with an inability to read and write English adequately.	Adult Basic Education Division, Office of Economic Opportunity, Washington, D. C.
Public Law 89-10 Title I	Operating expenses for educational television facilities may be included in the plan to provide educational opportunities to children in low income families	Bureau of Educational Assistance Programs U. S. Office of Education, Washington, D. C.
Public Law 89-10 Title II	Public junior colleges and technical institutes may be included in supplementary educational centers, for which direct grants are available. Continuing education programs may be included in plans for such centers.	Bureau of Educational Assistance Programs -- U. S. Office of Education, Washington, D. C.
Public Law 88-210 Part A	Adult vocational education programs are specified as a primary purpose of grants to states under the Vocational Education Act of 1963.	Director of Vocational Education, State Department of Education, Your State Capitol.
Departmental Regulation	Small business workshops may be arranged for adult education programs which focus on special problems associated with small business management. A wide range of instructional materials is available free to public schools, or at moderate cost to participants.	Branch or Retional Manager, Small Business Administration. (Located in major cities.)

Authorization	Purpose set for available funds	For more information
Public Law 87-447	Educational television broadcasting facilities may be constructed with matching grants (50-75%) to local educational agencies or non-profit organizations.	Educational Television Facilities Program, U. S. Office of Education, Washington, D. C.
Public Law 88-452	Technical assistance in developing community educational television facilities could qualify as part of a Community Action Program gaining financial aid from the War on Poverty	Community Action Programs, Office of Economic Opportunity Washington, D. C.
Public Law 89-329 Title I	Matching grants for community service programs which are defined as educational programs, activities or services including research programs and university extension or continuing education offerings designed to assist in the solution of community programs in rural, urban, and suburban areas with particular emphasis on urban and suburban problems	Division of Adult Education Programs, U. S. Office of Education, Washington, D. C.

A brief look at this last Act, Public Law 89-329, will give an indication of the breadth of the federal interest in continuing education. As all of you know, PL 89-329 is the Higher Education Act. Title I is entitled "Community Service and Continuing Education Programs." The background of this title is the fact that only one American in eight has taken as much as one college course. High tuition fees often place these courses beyond the reach of the people who need them most-- displaced workers, women returning to the labor market, laborers who wish to improve themselves. Like the individual, the community has problems --

slums, juvenile delinquency, traffic flow -- to name just a few. Title I is dedicated to taking advantage of the skills and knowledge of the university or college -- putting the college to work for the community. It is dedicated to enlarging extension and continuing education programs and bringing them within the economic and geographical reach of more people. Title I views the college as an active, integral part of the community, instructing the student-citizen and advising the people. While this act originally had the university in mind, it would appear from reading the act that it was tailor-made for the community college with a broad concept of service to its community.

Under this title each state wanting to participate in the program selects an existing agency or creates an agency to carry out this title. The agency submits a state plan for community service programs to the Office of Education. This plan must be comprehensive, coordinated and statewide, and must insure that federal funds will not take the place of state, local, or college funds already in use for continuing education. The act requires joint state-federal financing with federal funds available to pay 75 percent of the cost of the plan in fiscal 1966 and 1967, and 50 percent in 1968.

As of June 30 this year, the Office of Education had approved 49 state plans, including plans for all states in this region. These plans identify the problem areas each state seeks to solve with Title I funds. The most frequently mentioned problem areas in order of incidence are as follows: Thirty-two states outlined problems in local and state government. Thirty-one states include programs in public health services.

Twenty-six deal in community recreation needs. Twenty-six include projects for more efficient land use. Twenty-four will deal with local housing needs. Twenty-three include projects to broaden youth opportunity. Other states include such special problems as employment opportunities for elderly persons, group relations, guidance and counseling for women in mid-career, and education and counseling for migrant workers.

As an example, the Florida plan includes five major community problem areas for which projects will be considered. The first is in the broad area of Human Relations and Minority Groups. Subheadings under this area deal with the assimilation of the Cuban refugees, and migrant farm workers. The second area is in Urban-Rural Administration, and includes the subheadings of public administration and community leadership development and education for public responsibility. The third problem area is Education for Economic Development and Full-Time Employment, including continuing education and training for the professional, technological and service fields. The fourth area is Human Resource Development, including as subheadings human and family development, problems of aging, continuing education for women, and adult literacy programs. The final area in the Florida Plan is Education and Community Welfare, including as subheadings housing, health, and natural resources.

The amounts of money available under Title I of the Higher Education Act are relatively small and as can be seen from the one state program mentioned, the projects authorized in any state plan include only a very narrow portion of the broad spectrum of opportunities for continuing education. But the act itself is indicative of the national commitment to continuing education and may be a portent of future federal commitment to continuing education.

I have mentioned a number of possible sources of federal assistance to community college programs of continuing education. This list, I believe, is evidence enough that present legislation to advance continuing education and community junior colleges is best described by the adjectives "piecemeal" and "expediential." With very few exceptions, this is true of state legislation, and certainly is true of actions taken at the federal level. It may well be that future legislation will continue to be piecemeal and opportunitistic or crisis-resolving in nature. However, a very desirable alternative from the junior college point of view is the recent proposal of the Legislative Commission of the American Association of Junior Colleges for an omnibus community junior college federal aid bill which would provide direct federal support for all programs of the community college, including the community services and adult and continuing education.

We live today in a nation which is a world leader, yet contains only five percent of the world's population. We are told that Communist China has as many children of school age as the entire population of this nation. Under such circumstances, we must be concerned with the conservation and development of every human resource. Therefore, continuing education has become a national commitment, necessary to the betterment of our society, and perhaps necessary even for our national survival. Our society can and will pay for those things which it considers important, and today continuing education of a variety of types -- citizenship education, cultural and liberal education, literacy education, and family relations education, vocational education, and an infinite variety within each of these classifications -- is considered important for both individual and societal development.

Junior colleges generally have received favorable financial treatment in recent years because they have answered a need for academic and occupational education for two years beyond the high school. Today the emphasis is shifting from just academic education to continuing education of many types. The extent to which the community college will continue to be financed adequately and provide community leadership in education may well depend upon the extent to which it is able to provide this continuing education.

Support today for continuing education is piecemeal and fragmented, but support there is, and more support there will be. The challenge today is for an ingenious, perceptive, creative, adventuresome, and sometimes even daring administrator who can assemble the various fragments of financial support and from these develop a total program of continuing education to meet the needs, both individual and societal, of the community which his college serves.

* * *

FOR ADULTS ONLY, OR THE STUDENT PERSONNEL MOONLIGHTER MEETS THE NIGHT FIGHTER

Terry O'Banion, Dean of Students
Santa Fe Junior College
Gainesville, Florida

This entire conference is a testimony to the importance of the Night Fighter - a brave, curious, often unsure evening student who is willing to commit himself to the educational machine of an institution for at least fifteen Tuesday nights a year. By so doing, he hopes to add additional dollars to his monthly paycheck, satisfy some creative bud that has been swelling in his being lo these many years, impress his family and friends with his interest in getting ahead, or simply enjoy an evening with thirty other people in lieu of television.

The Night Fighter gets to class on time; he turns in all his assignments; he is very willing to contribute his experience if the instructor believes in relating the lesson to the person; and he hopes the instructor will be willing to chat with him a few minutes after class. He is perhaps the most motivated of all students.

His feet hurt from standing behind the counter all day; her dishes are soaking in the sink waiting for her return home at 10 p.m.; the best TV program of the week will be half over when he gets home; yet there are no empty seats in the front row. The Night Fighter sits there. He is eager, excited, challenged, and delighted to be attending college.

Yet, in most community colleges, the evening student is the most ignored. All other programs, services, and students have priority over the evening student, and he is attached to the college only in a token way through the disjointed arm of the Department of Continuing Education. Only rarely does the evening student become aware of the structure that provides his nourishment: the administration, the faculty, the business office, the library, and the student personnel services.

Perhaps this is the way it must be in spite of our feelings that this is the way it shouldn't be, for there are some difficult problems in providing services for the evening student. For a college that wishes to provide a program of student personnel services for evening students, I see these special problems:

1. Student personnel workers generally lack training to cope with the special needs of the evening student. The younger student, the college-bound student, is the specialty of the student personnel worker, and he often does not understand the older, more goal-directed, more mature evening student.

2. Student personnel programs often spend a great deal of time in the area of student activities, but what kinds of activities should be provided for single-purpose students who pay no activities fee?

3. Student personnel workers, like most college staff members, are tuned to daylight activities and schedules. Five o'clock in the afternoon is an addiction, incurable except for those endowed with special traits of courage and durability.

4. Most junior colleges have inadequate student personnel

services for evening students because they also have inadequate services for day students. The Carnegie Report, a recent national study of student personnel programs in junior colleges, indicated that only 25% of student personnel programs in junior colleges were adequate. Colleges that fail to provide sufficient services for their full-time, 100%-paying students, are not likely to provide sufficient services for evening students.

Yet if we asked those in this room whether or not they provided services for evening students, the response would be overwhelmingly affirmative. Most colleges are willing to put a candle in the window a couple of nights a week (accreditation teams will seldom settle for less) and staff an office with the bachelor member of the student personnel faculty who sees the time as a good opportunity to catch up on some professional reading.

The point to be made is that as long as student personnel programs are inadequate in the daytime, they are not going to be adequate in the evening.

5. The Night Fighter is an elusive student, and the student personnel worker doesn't often get an opportunity to communicate his services in a face-to-face situation. The evening student may be the only real community college student, for he is the only one who uses the entire community for his campus. His learning takes place in union halls, recreation centers, elementary school cafeterias, bank conference rooms - wherever space is available, but usually far from counseling offices.

In addition, the evening student has already made sacrifices to attend class between 7 and 10. It is not easy for him to come earlier, stay later, or come another night to see a counselor. His main interest is the class he has elected to attend, and he may choose to remain elusive from the barrage of student services available to him.

6. One of the great principles of student personnel work is: "When in doubt, test." In the honest frustration of attempting to provide a meaningful program for evening students, mystical testing programs are often proposed as panaceas. However, most tests in the counselor's kit are inappropriate for the evening student, so that whatever testing is done becomes a farce in which the counselor portrays his professional ancestor, the fortuneteller, with cupful of mute tea leaves.

7. If student personnel programs are to be successful, student personnel workers must work closely with the teaching faculty. But if the Night Fighter is elusive, the fly-by-night faculty member is even more elusive. How is the student personnel moonlighter going to enlist the help and support of a nameless, faceless, faculty member who disappears in the dark after his one-night stand?

There are other problems to be encountered in providing student personnel services for the evening junior college student, but these will serve to illustrate the challenge.

This presentation was to have been a case study of the program of student personnel services for evening students at Santa Fe Junior College. However, since we do not open until September, we do not really have a case to study. Therefore, our case will have to be made in terms of our commitment, and the study left for future conferences.

At Santa Fe Junior College, we are committed to the development of the best student personnel program that can be offered to the students of our district. To implement our belief that the student is central to the educational process, we are providing a complete program of student services, staffed by six full-time, well-qualified, professionally-educated student specialists. One of our greatest concerns is what kind of program does the evening student need, and how do we provide it?

These are our plans:

The student services staff will hold a series of meetings with the Department of Continuing Education to exchange information concerning programs and students. Questions to be discussed will include: What is the nature of the evening student, or how can we determine his characteristics and needs? What programs are offered in the Department of Continuing Education Department that counselors need to know about? Of the student services offered to day students, which seem most appropriate for evening students? What special services will be required for evening students?

A member of the student services staff will be appointed to work closely with the Department of Continuing Education. He will become a Night Rider, moving from outpost to outpost, in good Santa Fe fashion, in order to become acquainted with the programs and students in continuing education. It will be his responsibility to determine the characteristics and needs of evening students, to provide immediate and necessary services, and to communicate to the rest of the staff the information needed to develop a comprehensive program of student services for evening students.

From these procedures and deliberations, a program will evolve that will probably include some of the following services:

1. A special testing program for evening students who wish to assess their chances for success as full-time credit students.
2. Late afternoon, evening, or weekend counseling for students who desire assistance with vocational, educational, or personal problems.
3. Placement services for the evening student who needs a job or who chooses to change jobs because his skills have improved through the evening program.
4. Orientation to the student personnel services designed especially for evening students as well as to the daytime services which would also be available.
5. Social, cultural, and recreational activities attuned to the special needs and age level of evening students. An extended, middle-of-the-evening coffee break could become a forum for the presentation and discussion of controversial issues of interest to adult students.
6. Evening sections of our basic, required course, The Individual in a Changing Environment, in which he can try on the various roles of what it means to be a "college" student.

From this brief sketch of services and ideas, a program will be developed for the evening students of Santa Fe Junior College. We are firm in our commitment to the Night Fighter - firm in our commitment to his needs, his curiousity, his eagerness, his determination. The challenge is to translate the commitment into action. Our cast of characters is complete - we have the Moonlighters and the Night Fighters - the plot is taking shape - we are hoping for a happy ending.

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CONTINUING EDUCATION STAFF AND FACULTY "STANDARDS OF EXCELLENCE"

Robert E. Palmer
Assistant State Supervisor
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Florida State Department of Education

Much has been said about continuing education. Much more needs to be said and done before a die is cast that will reveal suitable patterns of operation -- patterns acceptable to even the most critical and that will truly reflect what is excellence in continuing education.

The key individual in this quest to establish acceptable patterns that meet and satisfy needs of all participants is the designated leader of the program in whatever institution or organization it may be. If it is a junior or community college it may be the Dean or Director of the Division of Continuing Education.

While we may not be satisfied with existing patterns of operation and are hard put to know exactly what constitutes an excellent program, at least at this time, we do know some of the leadership qualifications and/or personal characteristics necessary in an individual to build excellence in continuing education. These qualifications or "standards of excellence" demand a special breed of educator indeed.

1. As an administrator he must be democratic as opposed to authoritarian. This means that he views his job as one in which he creates an atmosphere or climate in which each person on his staff can express himself freely and develop competencies of which he is capable. This concept when faithfully pursued is consistent with the universal desire for liberty and will produce more and better service. It is

particularly adaptable to adult programs. Adult participants are there voluntarily seeking new insights, skills, and understanding. Teacher and group leaders must have extensive freedom and flexibility to maintain the desired climate.

2. He must want to work with the community. In fact, by previous experience, he should have demonstrated an interest and participation in community life. This desire for community involvement is one of the most important requisites for the job.

3. Hopefully he would possess a fair share of missionary zeal, mainly because such enthusiasm affords a contagion favorable to the program and such individuals are usually extra sensitive to the needs of others.

If the administrator of continuing education has these qualities of community concern and service, he knows it. If he does not have them, he would do well to cultivate them or else find some other kind of work.

4. He should be a good public relations man. Webester's Collegiate Dictionary defines it as: "The art or science of developing reciprocal understanding and good will between a person, firm, or institution and the public; also, the degree of understanding and good will achieved."

Public relations can be good or bad. Public relations is what your community thinks of your continuing education program. Good public relations is practiced by the democratic administrator. For example, his office is easily accessible. When he shows visitors his school, he points out the creative work of teachers and participants.

5. He informs the community adequately of his program. And

this includes all faculty and school people within his system as well as community agencies and organizations. He publicizes widely through various communications media - newspapers, radio, TV, etc.

6. He selects teachers, counselors, and other staff on a basis of qualification and after thorough interview. Frequent in-service training should be provided and a personal interview or short conference with each member of his faculty and staff should be held at regularly scheduled intervals.

7. He should know the State's philosophy of continuing education (if it is discernable) for not only his own institution or agency, but for others as well. He should have a philosophy for his own institution drawn up with the help of his community including his organization's leadership, his colleagues, his advisory board(s) and the participants. It should be consistent with realistic goals, subject to change with the times and interpreted continuously by thought, word and deed to all concerned with and involved in his program operation.

8. Every effort should be made to remain professionally "alive" and current in his field by attending meetings and conferences at the local, state, and national level. Where and when necessary for continued and better "in-depth" understanding of certain facets of his total operation, he should return to the appropriate college campus for additional formal or informal study and training. He should encourage others of his faculty and staff to do so.

Lastly, he should enlist the support and help of others in a program of continuous evaluation. As you know, evaluation is the process of assessing the degree to which one is achieving his goals or objectives. It is an essential and inescapable part of the process of administering any program.

The principle reason for evaluation is, of course, the improvement of programs. The results fed back continuously stimulate and guide further improvement. It provides the administrator with evidence to support budget requests, defend programs, or to argue program expansion.

It relates individual needs to community or national needs. It helps keep programs abreast of a rapidly changing environment and serves to prevent them from becoming inbred and unrelated to larger goals of public education. It provides the administrator and his staff with a sense of purpose and feeling of accomplishment. Morale is improved and professional growth encouraged.

By seeing what has been done and what is yet to be done, we gain insight into the factors necessary to help participants achieve the goals they desire. By taking a close look, we can see deficiencies in method. We discover unmet needs. We can more realistically review our goals and set more specific objectives for the future and thus assure that which we are forever seeking: "Standards of Excellence."

* * *

AN ANALYSIS OF THE ROLES OF THE COMMUNITY COLLEGE IN CONTINUING EDUCATION IN CONJUNCTION WITH OTHER ORGANIZATIONS WHICH PROVIDE EDUCATION FOR ADULTS

Dewey A. Adams, Director
Adult Education, Rockingham
Community College
Wentworth, North Carolina

I should like to share with you a portion of a research study concerning the roles of the community college in continuing education. This portion deals primarily with the study and analysis of a sample or organizations and agencies in two counties of North Carolina. The major purposes of this study and analysis were to answer six questions:

1. What are the organizations in these two counties which have roles in continuing education?

2. What do top administrators of these organizations perceive to be the roles of their organizations in continuing education?

3. What do top administrators of these organizations perceive to be the roles of the community college in continuing education?

4. What continuing education roles appear to be of primary importance for the community colleges in the two counties?

5. What continuing education roles might be more appropriate for the community college to perform to stimulate and promote the adult education programs of other organizations?

6. What are the most appropriate roles for the community college to perform to promote coordination among all local organizations working educationally with adults?

Procedures

Development of Research Instruments

The first procedure was to develop a Community College Role Perception Scale, a Summary Sheet for Organization Role, and a series of general questions on primary college roles, coordination of adult education programs, and promotion of community adult education efforts. These research instruments were later used in making personal interviews with each top administrator.

Selection and Study of Target Counties

A second task was to select and study the two target counties. Since it was desirable for the counties to be representative of North Carolina, Columbus County was selected from the coastal plains and Rockingham County from the piedmont. Rockingham is typical of the industrialized piedmont while Columbus represents the agricultural coastal plains.

A detailed study from census data, local and state publications, and personal investigation was made to become familiar with the basic educational, population, labor, organizational, and income statistics of the two counties. Each county has a community college and neither county has another post high school institution within the county. The combined population of the two counties is approximately 120,000. While each community college primarily serves clientele within the county, a student from any county in North Carolina may attend a community college under the same circumstances as a resident of the county in which the college is located.

Identifying Organizations

At least eight local contact organizations were instrumental in the identification and location of numerous other organizations which have roles in continuing education. In almost every case these local contact organizations had annually prepared lists of other organizations, giving names, addresses, and telephone numbers of top administrators. In many instances the top administrators of local contact organizations were familiar with the purposes, educational activities, and present status of other organizations. Among the local contact organizations contributing to the identification and location of other organizations were Chamber of Commerce, Cooperative Extension Service, Board of Education, Ministerial Association, Employment Security Commission, Public Health Department, Junior Service League, newspapers, radio stations, and community college.

It is of special interest to note that there was a significant number of other organizations which were not identified from prepared lists or through interviews with top administrators of the local contact organizations. These other organizations were discovered incidentally while interviewing top administrators of the sample organizations included in the personal interviews. While these organizations could not be included in the study, it is helpful to know that there are a significant number of community organizations which are not on prepared lists and which do not often join associations or other similar groups.

One should note, too, that there were many informal and individual adult education activities discovered during the interviews, but such education was beyond the scope of this study.

Classification of Organizations

In order to facilitate the selection and analysis or organizations, a classification was developed, based upon the writer's perceived role of the organization in continuing education. The classification is shown in Figure 1. Later analysis of the top administrator' perception of role of his organization provides support for the initial classification.

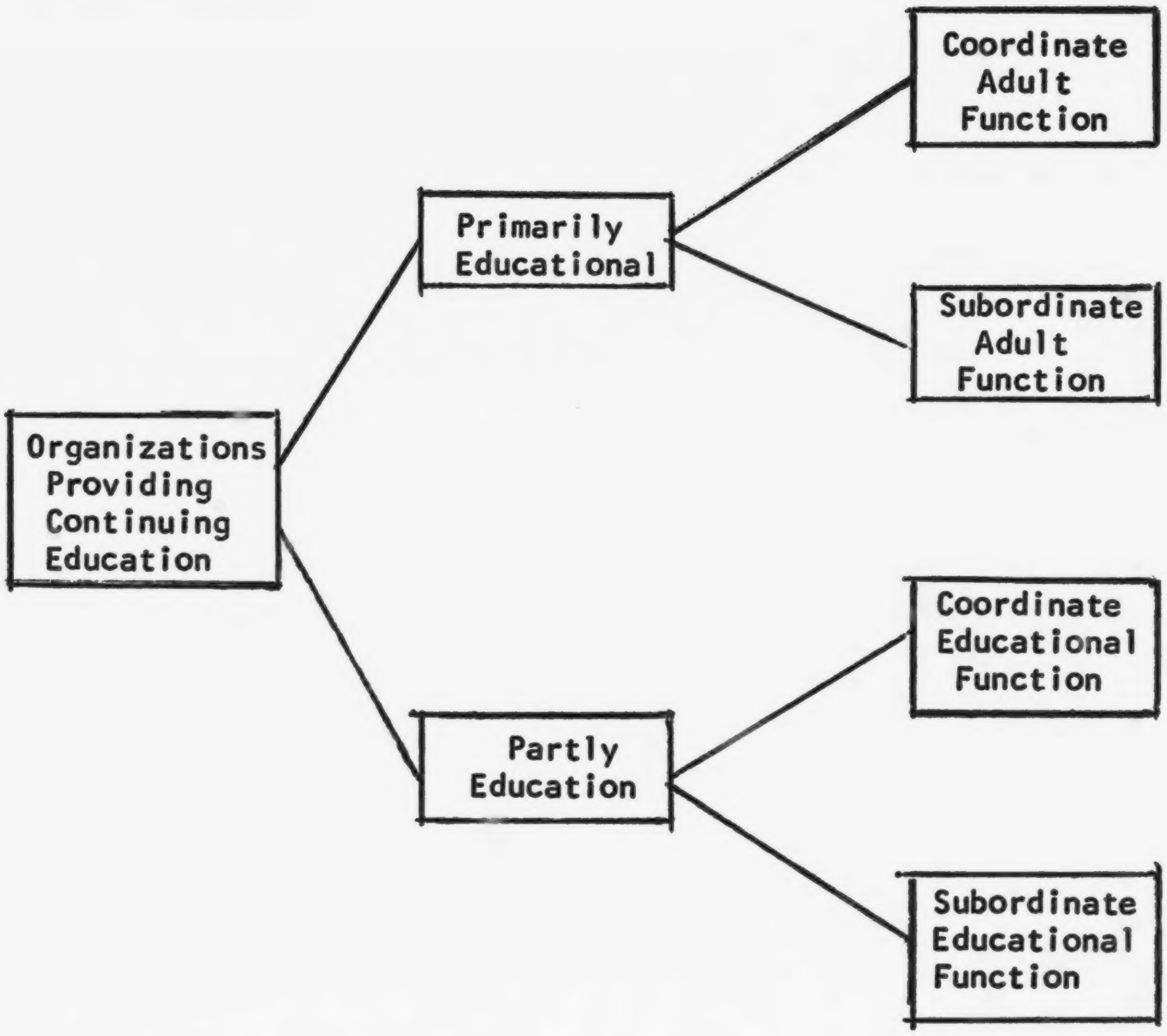
Organizations Providing Continuing Education
Primarily Educational
Coordinate Adult Function
Subordinate Adult Function
Partly Education
Coordinate Educational Function
Subordinate Educational Function

Figure 1

Classification of Organizations Providing Continuing Education

Selection of Sample

Forty organizations were identified as primarily educational with a coordinate adult function. All forty were active at the time of the interview with the top administrator and were included in the study.

Sixty-six organizations were identified as primarily educational with a subordinate adult function. Because the number of elementary schools identified were exceedingly large, a 20 percent sample of these was selected for the interviews. This procedure provided a total of twenty-two organizations for personal interview.

Three hundred fifty-four organizations were identified as partly educational with a coordinate educational function. Churches represented almost 75 percent of the organizations in this category. In conference with ministerial leaders, it was learned that many of the churches identified were extremely small with little or no educational program and no regular church leader or top administrator. These small churches were therefore excluded from the study leaving 120 churches from which a 20 percent sample was randomly selected for the personal interviews. A total of 63 organizations from this third classification was selected for interviews.

One hundred eighty-six organizations were identified as partly educational with a subordinate educational function. A significant number of the civic, social, and community clubs were inactive at the time of identification. The inactive ones were excluded prior to selecting a 20 percent random sample for personal interviews with top administrators. A total of thirty-three organizations from this fourth classification were selected for interviews.

In summary a total of six hundred forty-six formal organizations were identified and one hundred sixty-eight were selected by a modified stratified random sample method for personal interviews with top administrators.

Interviewing Top Administrators

Most interviews were arranged in advance by telephone or letter. During the interview which required approximately one hour, the organization's role in adult education was discussed, a role summary sheet completed, perceptions in relation to coordination and cooperation discussed and noted, a community college role perception scale explained, and a return addressed envelope left with the interviewee for returning the community college role perception scale.

Analysis of Data

Data were analyzed in three ways:

1. Actual roles of organizations in continuing education were summarized and categorized by unique and cooperative role areas. Areas of conflict and congruency were noted.

2. Community college role perceptions as stated by top administrators were organized and summarized by role areas. Since perceptions were measured at four levels, a value was assigned to each level and a priority level was shown for each group of respondents.

3. Ideas were summarized from three general question areas concerning most contributing continuing education role of the community college, most important thing the community college can do to stimulate other adult educational service, and methods which appear most effectively

for the coordination of community adult education effort.

Summary of Results

Role perceptions of top administrators of the four types of organizations are reported as very high, high, low, and very low.

1. Top administrators of organizations primarily educational with a coordinate adult function rated vocational-technical programs, college transfer programs, continuing education programs, general education programs, community service programs, and student service programs as very high priority level, although their rating for community service programs was considerably lower than for the other five broad program areas. Of the thirteen continuing education areas, they rated occupational inservice education, high school level adult education, parent education, and community leadership education as very high priority level and home and family life education, education for aging, fine arts education, health and safety education, liberal adult education, public affairs education, recreation education, and consumer economics education as high priority level. Mentioned most frequently as the more important roles for the community college to play were occupational inservice education, including professional and semi-professional workshops, seminars, and conferences, high school level adult education, and parent education. To promote coordination, top administrators in this group strongly urged college surveys of educational interests and needs, leadership training courses, and the promoting of a community coordinating council.

2. Top administrators of organizations primarily educational

with a subordinate adult function rated all six of the broad program areas and all of the thirteen areas of continuing education except education for the aging, fine arts, health and safety, liberal adult, recreation, and consumer economics as very high priority level. These latter six areas they rated as high priority level. It is of special interest to note that this second group of top administrators was the only one of the four who rated all thirteen community service areas including coordination of all public school adult programs as very high priority level. Adult guidance and counseling, parent education, and high school level adult education were most frequently mentioned as the most important roles of the community college. College level programs for adults were also frequently mentioned as the most important roles of the community college. College level programs for adults were also frequently suggested. For the promotion of coordination this group of top administrators recommended working through other existing organizations and developing a community coordinating council.

3. Top administrators of organizations partly educational with a coordinate educational function rated vocational-technical programs, college transfer programs, continuing education programs, and general education programs as very high priority level, and community services and student services as high priority level. Of the thirteen continuing education areas, they rated occupational inservice education, community leadership education, and high school level adult education as very high priority level, recreational education as low priority level, and the remaining nine areas as high priority level. It is interesting to note,

too, that they rated the community service area, coordination of all community adult education efforts, low priority level. Of most importance, according to this group of top administrators, is for the community college to provide courses in reading improvement, high school level adult education, and occupational inservice education. Ways to promote coordination and the work of other organizations would be for the community college to establish an adult education resources center, provide leadership training, reading improvement, and adult counseling services.

4. Top administrators of organizations partly educational with a subordinate educational function rated vocational-technical programs, college transfer programs, continuing education program, general education programs, and student service programs as very high priority level, and community services programs as high priority level. Of the thirteen continuing education areas, they rated occupational inservice education, community leadership, and high school level adult education as very high priority level, recreational education as low priority level, and the remaining nine areas as high priority level. This group of top administrators suggested that the most important contribution the college could make to adult education was to offer a few well-developed, outstanding workshops and conferences on public problems. As a contribution to coordination and to the work of other organizations they recommended college resource people and leadership for community study groups.

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PROGRAMS FOR ADULTS IN PRIVATE JUNIOR COLLEGES

Sister Mary Lourdes Michel, O.S.B.
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Cullman, Alabama

The 21 year span since Hiroshima represents a lifetime of progress and accomplishment in both adult education and junior colleges.

In August, 1945, colleges across the country were graduating classes packed with youngsters of 20 and 21 who had pursued dynamically accelerated courses. Junior colleges as a pattern were not yet even part of the college milieu.

Now, August, 1966, junior colleges, both public and private, the United States over, have mushroomed and their halls and lecture rooms are crowded with adults, young and old alike.

It gives me extraordinary joy to be here today to clue you in on Programs for Adults in Catholic Junior Colleges. In view of the diversity of panelists, I have restricted my research to programs in the Catholic Junior College, but assuredly in the spirit of ecumenism and not of separation.

Simply to describe typical existing programs and to delineate a few of the very excellent programs in operation is not my immediate aim, although I hope also to open your eyes to these accomplishments.

The Executive Director of the Adult Education Association of the United States, Malcolm S. Knowles, several years ago pointed out that the proper aims of adult education constitute one of the basic philosophical issues of today in the area of education. He further suggested that adult educators define their common aim as helping individuals to liberate themselves from whatever shackles and deficiencies prevent them from fulfilling themselves. A fellow educator, Monsignor Francis Carney, Director of the Social Education Institute in Cleveland, likewise proposed: "Catholic adult education aims, therefore, at the development of the general and particular capacities of the adult as an individual in terms of his total nature, physical and spiritual, with orientation toward the increase of knowledge, virtue and grace."

In the light of these aims, challenging as they are in their depth dimension, and in daring response to the plea of the Danforth Report, 800 Colleges Face the Future; "Let them (church-related colleges) strive for distinctive programs which will point the way to better educational theory and practice," that I present this terse survey of Programs of Adult Education in Catholic Junior Colleges.

The Danforth Report counts 151 church-related junior colleges in the United States. I have sent questionnaires to 26 Catholic Junior Colleges. Out of the 21 colleges returning the questionnaires, three do not have adult education programs. This "nation-wide" survey thus extends itself to 18 representative adult education centers.

Superlative among the offerings are those of the Adult Education Center of Springfield Junior College, operated by the Ursuline Sisters of Springfield, Illinois. This quote tells why: "We encourage groups of ten or more to bring ideas for classes to us and if it is feasible we will tailor a class to meet their needs. Or if a group of ten or more want a class we are offering, we will have a special class for them. We had a nun teach a special class of Jehovah's Witnesses 'How to Read Better and Faster.' How is that for ecumenism? Particular classes offered there are: Principles of Industrial Purchasing, Human Relations for Supervisors, Credit Union Management, American Institute of Banking Courses, and Confraternity of Christian Doctorine Leadership Courses.

The secret of faculty recruitment for these classes is revealed in another quote: "Rarely do we use our college faculty to teach the non-credit courses. For our banking classes we use people from banks who have a proper background combined with practical experience. We call on industry, the utility companies, attorneys, engineers, and other sources to supply instructors with great success. We try to find the very best person available to teach a course and we have been very fortunate in finding instructors with Ph.D's, Masters and Bachelors degrees who love to teach."

Furthermore, the program at Springfield is supported wholly by fees paid by students enrolled in its courses. The recent winter session bulletin announced that over 10,000 adults have enjoyed their program.

The Spring 1966 Bulletin of Donnelly College in Kansas City, Kansas affords rare insight into its tremendous offerings: "At Donnelly Junior College the doctorines and ideals of the Catholic Church are offered to a student body which is "catholic" in its universality, including a variety of ages, occupations, and nationalities. In the hall, a meteorologist discusses his math assignments with a construction worker, while a nurse reads the schedule changes on the bulletin board. Inside the classroom people of various religious denominations stand in an ecumenical spirit to recite the 'Our Father' and begin class as brothers."

Listed at Donnelly were: a lecture series on "Man in a Changing World;" night sessions on the Great Books, a Christian appraisal; Pre-Cana

Conferences for the engaged; and a series of lectures on salesmanship. The array of names of lecturers, panelists, and leaders was eye-opening. Amazingly, there was no charge for admission or participation except for a nominal fee for the salesmanship lectures.

Marymount College in Boca Raton, Florida, has been awarded a Federal grant of $10,350 for the development of a program of continuing education for women. Entitled "Total Woman," the program is being funded until Title I of the Higher Education Act of 1965 and is designed to strengthen the adult education opportunities for women in the community. "A group of 25 women will form the nucleus of the program. This group will meet regularly in monthly seminars and engage in discussions of what the educated woman really wants and needs to make her life more meaningful to herself, her family and the community."

The Aggiornamento of Pope John XXIII has prompted three colleges to sponsor lecture series designed for "Updating the Church in the Light of Vatican II," and another three to sponsor such a series on Ecumenism. Two more colleges have run seminars on Ecumenism and one on the "Constitution of the Church as presented by Vatican II." Programs on Sacred Scripture, that is, regular courses for adults have been scheduled at six colleges and Confraternity of Christian Leadership Courses at six colleges.

A cursory review of a statistical nature on offerings of other Catholic junior colleges may be of interest:

Six reporting colleges have programs on Communication Arts, four offer the Great Books Program and six give courses in Creative Art. A mere one mentions courses in Child Care, Merchandising, Refresher Courses for Nurses, and Creative Writing. The most frequently listed programs are those in Accounting, Typing, Business Law, and Secretarial Training.

A formal Adult Education Program has not beenestablished at the junior college which I represent, Sacred Heart College in Cullman, Alabama. However, all avenues have been opened to allow and to encourage adults to pursue courses there, especially during the summer sessions which are almost totally adult attended. A sideline survey shows that over 30% of the teachers in the Cullman schools have received some training at Sacred Heart and many of these as adults. When sufficient numbers show interest, we have offered traditional evening business courses but have ventured no other in recent years.

By way of conclusion I should like to invite you to peruse the bulletins and brochures describing the quite diversified offerings of Catholic Junior Colleges in Adult Education.

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THE ROLE OF THE CHURCH-RELATED JUNIOR COLLEGES IN CONTINUING EDUCATION

W. Burkette Raper, President
Mount Olive Junior College
Mount Olive, North Carolina

North Carolina State University recently announced plans for a $5.8 million Continuing Education Center. The announcement reported that "The center would provide space for short courses and conferences and serve as administrative headquarters for correspondence work, night classes and other extension activities of the university."

Chancellor John T. Caldwell declared that the center would be given the "highest priority" in its request for capital funds from the Legislature. "Adult education is essential," he said, "because of the rapid growth of knowledge .....Obsolescence is the great bugaboo of all industry that is trying to compete in a highly competitive world." The Chancellor continued by saying that "Our purpose is to serve the adult education needs of North Carolina in areas in which we are equipped to serve and serve magnificently."

North Carolina State University is currently training approximately 14,000 people a year in 200 on-campus short courses and conferences. This function of a land-grant college is an effort, in the words of President Charles R. Van Hise of the University of Wisconsin, to serve "all of its sons and daughters."

A Statement of Position

It is my position that the commitment of a tax-supported university to provide continuing education for all of its constituency is a vivid example of the obligation of a church-supported college to serve its sponsoring membership. I do not believe that those of us who are in church-related colleges can afford the luxury of defining some narrow phase of knowledge, such as the liberal arts, and concluding that our duty is ended when we provide such education to a carefully selected and limited number of students. If the campus of a tax-supported university is coterminous with the boundaries of the State, it is equally true, I believe, that the campus of the church-supported college should extend into every church and home represented by its sponsoring body.

The church-sponsored junior college especially needs to take a careful look at its counterpart, the public-supported community college. Prior to 1920 the majority of students in American two-year colleges were in private institutions, but since that time the weight has shifted to where currently more than ninety (90) percent of our junior college enrollment is in public colleges, and the trend in this direction is increasing annually. There are two controlling reasons for this enrollment shift.

The first reason is economic. Large state and local appropriations enable public junior colleges to operate with greatly reduced student charges. In many areas the cost of being a resident student in a church-related college is $1,000 more annually than being a day student in a public community college. For many families, regardless of how much they might prefer a church college for their children, the financial differential removes any real choice.

The second reason for this shift, however, is because the public colleges have been more responsive to the needs of their constituency.

How many church-related junior colleges do you know which have given as much emphasis to meeting the comprehensive educational needs of its sponsoring membership as have the public community colleges to meeting the broad needs of business, industry, and related groups?

There was a time when private colleges depended upon their sponsoring churches for survival. It may well be that we are now approaching a situation where the survival of the Church will be dependent upon her colleges. The theological cliches of yesterday are inadequate to communicate religious and moral values to a generation caught in the matrix of a thoroughly secularized society. I believe that one of the primary responsibilities of the Christian college is to equip the Church to address herself with meaning and revelance to the contemporary problems of our times. Unless the church college responds to this challenge, it is my opinion that it will lose its distinctive value. The most assured route for the church college to revitalize itself is for it to provide the leadership and stimulus for renewal within its sponsoring church.

This role of the church-related college explodes the archaic concept that our only function is to teach within narrowly defined limits to young people between the ages of 18 and 22. If the point of view which we have projected is accepted, there is no limit to the programs of continuing education which a church-related college may provide. Without this commitment, there can be no meaningful discussion of continuing education in the church sponsored institution of higher education.

Programs at Mount Olive Junior College

It is my understanding that it is the intent of those who designed the program of this Institute that we share with each other some of the on-going programs of continuing education on our campuses. In discussing our activities at Mount Olive Junior College, we make no pretense of having created a model for others to imitate because each college must formulate its program in the light of its resources and the needs of those to whom it is related.

Mount Olive Junior College is sponsored by the Free Will Baptist State Convention of North Carolina which represents a membership of approximately 30,000. It is the only college with any denominational relationship to the Convention from which it receives more than $100,000 annually.

I do not at all hold the position that the only programs of continuing education in a church college should be those designed for its sponsoring membership, nor do I believe that our efforts should be restricted to religiously oriented programs. Indeed, on our campus we have provided from the beginning of the college a series of adult programs in business education as a service to our community. Our largest industry, the Mount Olive Pickle Company, pays the full tuition cost for any of its employees who enroll in these adult courses. The management of the company takes the position that it makes little difference what courses its personnel take; the mere fact that they are exposed to the educational process and have a learning experience enriches their own lives, makes them better workers, and increases their capacity for leadership and responsibility.

An Institute for Ministers

For the purposes of our discussion here, however, I wish to use a Ministers Institute which was held on our campus this summer to illustrate how a church-related junior college can respond to the needs of its sponsoring constituency.

In the closing moments of a state-wide meeting of Free Will Baptist ministers last January, a rural pastor raised the question as to whether or not some institute-type programs might be arranged for the benefit of the ministers of the State. As the President of Mount Olive Junior College I offered our services to the Ministers Association in planning and carrying out such a program. Following a meeting with the executive committee of the Association, it was decided to invite all interested ministers to the College in order to ascertain more fully the kind of program they wanted. Our first objective was to ask their help in identifying their needs. Then we asked how much time they would be willing to devote to a program of study, and when it could be most conveniently scheduled. The conclusion was reached that one week in midsummer would be most desirable.

The question of finance arose. Because the Ministers Association had no funds for this purpose and because the College felt keenly that this was a service that no other agency could more appropriately render, we agreed to underwrite the expenses of the week except for room and board, and the churches were asked to pay this expense for their pastors. A room in a new air-conditioned dormitory and board through the College cafeteria were provided for $15.

Based on the needs which the ministers themselves had identified, five courses of study were planned:

1. "The Minister at Worship" which provided both a worship and learning experience on the conduct of public worship;

2. "Pastoral Functions of the Minister" with an emphasis upon

hospital visitation and counseling related to illness and bereavement;

3. "The Preparation and Delivery of Sermons" as a refresher course;

4. "The Church: Its Nature and Mission" with particular reference to current thoughts on church renewal;

5. "Church Administration" with a focus on the role of the pastor in democratic church government;

6. "Historical Highlights of Free Will Baptists" based on a study of significant factors which have influenced the development of the denomination.

An unanticipated aspect of the program developed about a month before the Institute was to begin when some of the ministers' wives asked if a special class might be included which would deal with their problems. The class was arranged and proved to be one of the most valuable parts of the Institute.

In the beginning we felt that if twenty-five people came, the Institute could be regarded as highly successful; indeed, we were prepared to accept the fact that as few as fifteen might register. Our most optimistic expectations were exceeded when eighty people enrolled, including more than fifty ministers. This number represented one-fourth of all the Free Will Baptist ministers of the State.

"I have never experienced anything more profitable" is how one minister described the Institute on his evaluation sheet. The wife of a minister wrote, "I wish I could have had this experience years ago." Ninety percent of the respondents reported that the Institute was of "great value"to them and ten percent said it was of "some value." None rated it as being of "little" or "no value."

In terms of public relations, this service of continuing education was of inestimable value, and plans are already being made to continue the Institute next year and to add programs to meet other educational needs within the church.

Personally, I foresee the time when Mount Olive Junior College will have a special facility and a full-time director for programs of continuing education for our sponsoring church. This much and more we owe the people who gave birth to the College and who sustain it through their generous support.

When I graduated from college, I well remember the words of the President of the University: "By virtue of authority vested in me . . . I confer upon you the Bachelor of Arts Degree and welcome you to the life-long pursuit of an education." To assist its church family in this pursuit is one of the greatest challenges and most rewarding experiences of the Christian college. This service of continuing education deserves our "highest priority" and our greatest excellence.

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CONTINUING EDUCATION IN THE PRIVATE JUNIOR COLLEGE

Emmet Smith, President
Crowley's Ridge College
Paragould, Arkansas

The human mind is not a bucket which, becoming full, is closed to further learning. It is an all-absorptive sponge, capable of receiving impressions as long as rational life continues. No matter where one's formal education is terminated, he cannot truthfully speak of finishing his education until mind ceases to record and respond to life's endless variety of experiences.

As long as schools have existed, adults have felt the need for training beyond childhood and adolescent schooling. In our own country the realization of this need has resulted in the vast continuing education movement which seems to be gaining momentum even yet.

Perhaps the first legal provision for adult education in America was the Morrill Act of 1862, by which a land-grant college was established in each state for the offering of college-level classes in the applied sciences, engineering, law, and the arts. This act was followed in 1887 by the Hatch Act, which established experiment stations to conduct agricultural and engineering research, the results of which could be passed on to mature individuals engaged in these pursuits.

About the turn of the century interest was aroused in the plight of working families in which adults had been denied any great amount of formal education. State departments of education began sponsoring "opportunity schools," night classes in which adults could learn how to improve their economic status and be better citizens. One outstanding program of this type was developed in Kentucky, where "moonlight schools" were responsible for teaching hundreds of rural adults to read, write, and do simple arithmetic.

In 1915 the Smith-Lever Act was enacted to bring to the attention of rural families the achievements of government experiment stations (now known as the Agricultural Extension Service). This information program is now a permanent part of our educational system. Again, the Vocational Educational Act of 1918, known as the Smith-Hughes Act, provided organized training for adults who had been denied sufficient formal education.

After World War I, the first veteran's training legislation placed thousands of adults in classes for "re-training." Subsequent acts in the form of "G. I. Bills" have offered such training to veterans of World War II and to men and women who have served in the armed forces since then.

These acts of legislation show how deeply adult education has become embedded into America's educational philosophy.

Furthermore, the increasing complexity of American industry and commerce is forcing workmen who would progress in their occupations to seek higher and higher degrees. In many fields for which a high school education was once considered adequate, work beyond the bachelor's degree is being required. If college work is pursued beyond the bachelor's degree, that work is really adult education. The master's degree is obtained at an average age of about twenty-five; the doctorate at about thirty.

SPECIAL PROBLEMS OF A PRIVATE JUNIOR COLLEGE

Much of the adult education discussed above would not be within the realm of a junior college since it follows graduation from a four-year college. Obviously all graduate work would be excluded. Moreover, the adult education offered as part of extension programs and organized classes in vocational education is not within the scope of a junior college. Wherein then lie the possibilities for continuing education by junior colleges? And, more specifically, what program can a private junior college offer?

The public or community junior college is, generally speaking, an extra "story" placed on top of the public school structure. As such, it has access to Parent-Teacher organizations, mothers' clubs, and similar groups in surveying and meeting the needs of the adults in the community. The parents of all students live within reach of the campus and can be easily mobilized.

A private junior college usually draws its students from a large area - often from many states - and consequently does not have a close association with the parents of the student body. Under these conditions teachers who would like to organize adult classes and discussion groups find such programs difficult to initiate. Obviously, however, there are adults in the vicinity of any college campus, and while these adults may not be the parents of the student body, they have the same needs and interests as parents of public junior college students.

A college with a sincere interest in meeting these needs can organize adult classes or discussion groups on its campus, in the downtown area of a nearby city, in private homes, or in community meeting places. If the college is church-related, church buildings near the campus are available for classrooms.

CONTINUING EDUCATION AT CROWLEY'S RIDGE COLLEGE

Crowley's Ridge College is a two-year-old, church-related junior college. It is a private liberal arts institution with an accelerated, concentrated program, under which a student may finish a college year of work (32 semester hours) in twenty-four weeks instead of the conventional thirty-six. A student enrolls for only two or three subjects at a time, concentrating upon these and thus completing them in a shorter time. The procedure resembles a year-round summer school.

The curriculum is rather narrow, in that few electives are available, but general, in that those courses offered are applicable to the needs of practically all students. English, history, math, science, physical education, music, Bible, psychology, speech, and art are included.

Since Crowley's Ridge College is such a young institution, many phases of its program are yet fluid, while othersare still "on the drawing board." But the administration is committed to developing a program of continuing education, and is proceeding in the following categories:

1. College credit courses for adults accumulating college hours for fulfilling degree requirements at a later date.
2. College credit courses in Bible for adults who have belatedly determined to pursue education in senior Christian colleges.
3. College credit courses in business subjects for those seeking

to prepare for part-time or full-time employment, or who have ambitions to yet earn degrees in business administration.

4. Non-credit courses in any areas which adults feel will enable them to make a better living or a better life.

COLLEGE ACADEMIC COURSES

In our era many young people leave school to marry and establish homes without realizing how great an advantage formal education can give. Later, when they see college-trained persons passing them by in earning power and community standing, they determine to go back to school in spite of the responsibilities with which marriage has saddled them. These adult students find time to complete from three to twelve semester hours per calendar year while continuing to meet their family obligations. They are highly motivated because they are convinced of the need for the courses they pursue.

The recently enacted "Cold War G.I." legislation has given an added impetus to ex-service men and women by helping themmeet the cost of returning to school. Crowley's Ridge presently has several ex-G.I.'s taking advantage of this inducement. At present they are attending classes with regular college students, but we plan eventually to organize night classes for young adults who cannot attend classes during the day.

Inasmuch as the goal of such young adults is, for the most part, to "get through college," the courses they take are those required for degrees and not special courses for adults. Since the courses carry college credit, only high school graduates or those making a satisfactory score on a general ability test can be admitted. Some of the courses which have been or will be offered in these adult classes are history, English, mathematics, speech, and psychology, all of which are required for graduation.

COLLEGE BIBLE COURSES

In the vicinity of any Christian college campus there are adults who, because of their zeal for religious work, decide late in life to pursue college degrees with the aim of becoming preachers or Bible school teachers. A Christian junior college can serve such groups by offering college credit courses in Bible and religious education. At Crowley's Ridge College several credit courses in these fields are being taught by members of the regular teaching staff. Future plans call for the offering of such classes in nearby church or community buildings as well as on campus, with credit being given on the same basis as with other courses.

BUSINESS SUBJECTS

Many young married girls find they could augment the family income if they were trained for office work - typing, shorthand, and bookkeeping. Crowley's Ridge College is attempting to meet the needs of such young people by including business education courses in the electives available to its students. These classes meet at night so that people who are out of regular school may take advantage of them. (A 3-hr credit night class meets two nights per week, two hours a night, for twelve weeks.) Admission to these courses requires high school graduation or a satisfactory score on a general ability test.

NON-CREDIT COURSES FOR ADULTS

Dr. William Heard Kilpatrick gives as one purpose of secondary education: "To enable young people to do better the worthwhile things they are going to do anyway." This goal may well be applied to non-credit courses for adults who want to explore certain learning areas simply because of the satisfaction such study can bring. Subject matter of such courses will include any studies which the adults in an area would consider helpful, either vocationally or culturally. In the case of a Christian college a study of the Bible would certainly be included. These courses will be available to any person, without concern for his previous training, and may be conducted as semi-formal classes or simply as discussion groups meeting in homes.

SUMMARY

1. It is generally accepted that adults can learn.

2. Training past the age of maturity is now accepted as an integral part of our educational system.

3. A large amount of adult or continuing education is conducted by senior colleges and universities in graduate programs.

4. Junior colleges can have a part in training those who did not receive the degree of formal education which as adults they realize they need.

5. The private junior college, while not enjoying the potential offered by PTA and civic groups available to the public institution, does have adults and young adults within reach of the campus who could profit from continuing education.

6. Crowley's Ridge College recognizes the possibilities for service to adults who can profit either vocationally or otherwise from night classes for those with family responsibilities, and is committed to a program which will make available to these adults courses in academic subjects and Bible, calculated to increase their efficiency in providing the family income and to increase their ability to serve God and their fellowmen.

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